REPORT RESUMES

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MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 14TH PROGRESS REPORT.

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DISSEMINATION OF PROGRAM FINDINGS TO THE CORRECTIONAL FIELD IS A KEY OBJECTIVE OF THE CURRENT PHASE OF THE EXPERIMENTAL-DEMONSTRATION PROJECT FOR VOCATIONAL TRAINING OF INMATES AT DRAPER CORRECTIONAL CENTER. LEADERS IN CORRECTIONS AND MANPOWER TRAINING WILL MEET IN FOUR CONFERENCES, PLANS FOR WHICH ARE OUTLINED IN THIS REPORT. BECAUSE 23 PERCENT OF THE 186 RELEASED GRADUATES OF THE PROGRAM HAVE BEEN RETURNED TO PRISON, A STUDY IS UNDERWAY TO ANALYZE THE FACTORS IN THE RECIDIVIST'S INABILITY TO SUCCEED IN THE FREE WORLD. QUESTIONNAIRES DRAWN UP FOR INTERVIEWS WITH THE RECIDIVIST, PAROLE SUPERVISOR, EMPLOYER, AND FAMILY ARE INCLUDED. TO PROVIDE EDUCATIONAL SKILLS NECESSARY TO ENTER VOCATIONAL COURSES AND ADVANCE IN TRADES, ALL TRAINEES ARE SCHEDULED FOR REMEDIAL CLASSES FOR EIGHT HOURS EACH WEEK. INDIVIDUALIZED PROGRAMED INSTRUCTION IS PRESCRIBED FOR EACH STUDENT ON THE BASIS OF HIS DEFICIENCIES AS INTERPRETED FROM THE METROPOLITAN ACHIEVEMENT TEST. ALSO INCLUDED IN THIS REPORT IS THE EVALUATION OF THE PROJECT BY A MANPOWER ANALYST IN THE DEPARTMENT OF LABOR, SUMMARIES OF ADMINISTRATION, COUNSELING, TRAINING, STATISTICS, AND PERSONNEL ACTIVITIES, AND TWO PAPERS--"COUNSELING AND GUIDANCE IN A CORRECTIONAL VOCATIONAL TRAINING PROGRAM," AND "SELECTION AND EVALUATION OF PROGRAMMED INSTRUCTIONAL MATERIALS." (AJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Rehabilitation Research Foundation

Draper Correctional Center

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
for
TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-67-36

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
U. S. DEPARTMENT OF LABOR

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14th PROGRESS REPORT

December 15, 1966 - February 15, 1967

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14th PROGRESS REPORT

DECEMBER 15, 1966 - FEBRUARY 15, 1967

Preface

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

U. S. DEPARTMENT OF LABOR
OFFICE OF MANPOWER POLICY,
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Attention: Division of SPECIAL PROGRAMS

December 15, 1966 - February 15, 1967

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INTRODUCTION

This E & D Project has been in operation at Draper Correctional Center for nearly two and one-half years. During this time, we have not only experimented with new training procedures, such as programmed instruction and multi-media teaching machines, but also we have worked out patterns of institutional cooperation and collaboration in recruiting, selecting, and counseling inmates. Methods for job development, placement, and follow-up in the community have been developed, then improved upon. Measures to enlist the community's help to keep the releasees on the job and free have been devised. And we are continuing to develop evaluation criteria and procedures.

What remains to be done is to communicate our experimental findings to people who plan and conduct correctional service programs so that they may put into practice those principles and methods which incorporate the knowledge gleaned from our research and experimentation. Dissemination, then, is one of the key objectives of our current E & D phase.

We have been aware of the need for dissemination since the project began, but we soon came to realize that a systematic effort would have to be exerted to communicate our results to practitioners in the correctional field. We, therefore, set about preparing documents which would summarize research information and began distributing them as widely as possible. Thousands of copies of over 60 publications have gone out of the Draper Project to persons and organizations who requested them. Many of these publications are papers which have been presented to professional and scientific groups all over the nation. And visitors have come to Draper, hundreds of them, from all over the nation and from foreign countries, to tour our project and to receive orientation and training.

Still, all these activities have not been sufficient for research utilization. We came to realize the importance of bringing together program leaders in corrections and MDT training in special regional conferences at which our staff could interpret our latest information and suggest ways in which these new findings could be applied. We also saw that specific materials and plans for research utilization should be developed for use with each potential group of "consumers" of new research knowledge. Hence, our current OMPER contract permits the employment of staff to carry out a dissemination for utilization program. Our plan, outlined in Appendix A, calls for holding four regional conferences. Not only will Draper's findings be disseminated at these conferences, but other correctional MDT programs will be invited to participate--Lorton, Virginia; South Carolina; and Rikers Island. Representatives from five state level agencies--corrections, parole, employment service, vocational education, and vocational rehabilitation--will participate in these conferences. The meetings which will last for two to three days, will permit valuable interchange of information through the use of workshop techniques--panels, group discussions, demonstrations, and case studies. Exhibits and handout materials will be especially prepared for conference participants, and follow-up consultation will be made available--a kind of shirt-sleeve, on-the-scene consultation to help those implementing certain program elements to put the new practices into effect.

We realize that a number of different dissemination methods can be used to promote utilization of research findings in our E & D Project. Our intention is to employ as many of them as we can, as systematically and extensively as possible. Of course, the final test of the effectiveness of our dissemination effort is the extent to which our findings are utilized by those agencies that will be responsible for planning and implementing MDT projects in correctional programs.

PROGRESS REPORT

December 15, 1966 - February 15, 1967

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

The purpose of this experimental-demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates and released graduates of the previous projects whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of vocational training time without sacrifice of quality or quantity is a project goal. In order to make this program beneficial to other prison systems and similar training programs for the disadvantaged, guidelines will be prepared for dissemination and utilization.

The specific features of the program will seek to demonstrate the following:

1. Institutionalized offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.

2. Programmed materials can be prepared that will produce very efficient learning for the disadvantaged student.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.

4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.

5. Early screening and evaluation of potentially eligible candidates for training will allow those with marked basic education deficiencies to take academic subjects prior to their vocational training courses. As a result, they will be better prepared to learn more in their trade area.

6. Direct family counseling can effect an easier transition from the prison to the home and can also improve the community's acceptance of the parolee.

7. Male college students employed by the project can receive qualified field training in rehabilitation and will enter this professional field upon graduation from college.

8. Volunteers can be recruited from surrounding communities to assist in the personal-social prerelease program.

9. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

10. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluation data accumulated by the project in the pursuit of its goals.

11. Guidelines for cooperation and facilitation among prison authorities, separate paroling authorities, and other cooperating agencies can be disseminated to and utilized by groups who desire similar programs.

12. Information and procedures in planning, organizing, and implementing a vocational training program and a community follow-up program can be prepared to assist others in establishing similar programs for offenders or delinquents.

13. A recidivism study can uncover reasons an inmate graduate of the vocational training program is sent back to prison; and from this study, techniques can be developed that can reduce the recidivism potential of future graduates.

14. An evaluative analysis of each E & D feature can be made to determine the specific elements of success and failure.

Administration

With the return to prison or confinement to jail of a significant number of our graduates--23 percent of the 186 who have been released--we considered it imperative to begin immediately a recidivist study. This study is designed to systematically analyze the factors in the recidivist graduate's inability to succeed in the free world. In the interest of time and travel expense, only those graduates who are in prisons or jails in Alabama will be studied. Very likely some of the graduates have been re-released and will, therefore, be difficult, if not impossible, to find. However, the Project Director emphasized the importance and need for the study and pointed out that findings from such a study are not only vital to improving our treatment program for offenders, but should also be incorporated into the dissemination phase to which the Draper project is committed.

Many causes to which failure has been attributed were noted as being drawn from secondhand or invalidated sources. Certain assumptions needed to be established for the study, and the project staff worked closely with the Warden of Draper in a brainstorming session to outline broadly the most effective approach to the recidivist study. Following these staff planning sessions where guidelines for the study were developed, subcommittees were appointed to carry out further detailed planning. Subcommittee members realized that personal visits to interview the recidivist, parole supervisor, employer, and family or relatives were essential if the information elicited were to be valid. Consequently, questionnaires were drawn up for these interviews and were forwarded to the Warden of Draper, the Commissioner of Corrections, and the Alabama Board of Pardons and Paroles for their review, suggestions, and approval. After the questionnaires were approved, Mr. Lee, Commissioner of Corrections, wrote letters to the Wardens of prisons and jails throughout Alabama explaining the study and need for interviewing those confined. As a result the follow-up counselors were given all the assistance necessary to gather information. The follow-up team then began the personal interviews by first visiting the graduates in prisons and jails. During these visits, addresses of families and relatives were verified or more recent addresses were obtained. Subsequent visits to parole supervisors, families, and employers were scheduled on a geographical basis. For instance, one counselor would visit the supervisor of one graduate, the employer of another, and the family of still another, depending upon who was located in the town (or area) to which his itinerary led him.

Samples of all questionnaires, except the one for a graduate's family or relatives (which is being revised) are included in Appendix B . In many cases, families will probably have to be visited during evening hours, for most members work and usually cannot be contacted on the job. It is anticipated that families will be more difficult to locate than others to be interviewed for the study. Many of them are scattered throughout the rural areas of Alabama.

As soon as interviews have been completed and the data have been compiled and analyzed by our Counseling and Evaluation Unit (which is presently reviewing published literature on recidivism), the basic procedures, findings, and conclusions of the study will be written by the Project Director and published as a monograph.

Since the staff's primary efforts were directed toward eliciting information for the recidivist study for the vital follow-up data we need, progress on the development of a student orientation packet has been delayed. For the present, all staff members, particularly instructors, use every opportunity to acquaint current trainees with the project, its overall goals, the services available to inmate trainees, and what is expected for trainees in the MDT project.

During this reporting period, the Public Information Coordinator was able to continue in-service staff training which had been scheduled several months ahead. Once the "managerial grid" for each staff member had been plotted, Dr. Robert Gregg, a professor assigned to the Academic Allied Officers School, Air War College, Maxwell AFB, met with supervisory staff members to interpret the grid and make certain suggestions toward planning for the further development of the

Draper project staff. The Warden of Draper was included in this in-service training program and has adopted some of its techniques in working with his correctional staff.

The Public Information Coordinator also continued planning for effective dissemination, which will permit us to pass on to corrections and education officials findings and observations which have been accumulated from our experiences in conducting an experimental program. Very helpful to him in planning the dissemination phase was the assistance received from Dr. Charles W. Phillips, Division of Utilization, OMPER. Dr. Phillips visited the Draper project to investigate the resources of its facilities and staff for use in a conference on educational and occupational training programs in other correctional institutions. A copy of his field trip report is included in Appendix A. Since Dr. Phillips' report was favorable, the main emphasis during the next reporting period will be developing plans for the MDT Conference.

Dr. Roger Wickland, Human Interaction Research Institute, Los Angeles, California, spent two hours eliciting information from staff members on the impact of our project on other agencies and institutions. His firm has been engaged by OMPER to write a chapter on the impact of E & D projects for an evaluation report to that agency. Dr. Wickland commented that he should have arranged his schedule to spend more than two hours, for the staff was still furnishing him information when it was time for him to leave for the airport. Two staff members drove him to the airport and were able during the 45-minute drive to answer some of the remaining questions. The following day, a packet of publications were mailed to him to fill in any information gaps that may have existed because of the short time for interviews. Questions directed to the Draper staff will be used as the basis of a future progress report.

Conferences, tours, presentations, and project activities, which are not referred to herein, are included in Appendix C.

Staffing and Staff Changes

Interviews continue in an attempt to fill the positions of Public Information Specialist (Writer) and Follow-up Counselor, but the report period ended with our having succeeded in only one instance: John Nagle joined the staff on February 9, 1967, as the new Follow-up Counselor.

We had a number of applicants for the College Corps positions which have been vacant for several months because there was no time for recruiting. It was a difficult task to select from the many excellent candidates the four corpsmen whom we employed. William McClellan, a University of Alabama junior, majoring in chemistry and physics, began work January 26. Eddie Hawley, another University of Alabama student, a senior majoring in sociology and minoring in psychology, joined the staff on January 30. Two other students will begin work in early March. William Don Pinckard, a senior at Troy State College, will begin work on March 3 and will earn 15 hours practicum credit toward a degree in psychology for his work at Draper. Lawrence Bruce Thomas, who is majoring in mathematics at Auburn University, will join the staff the day following his graduation March 16.

A. B. Hester was employed January 16 in time to prepare to teach the new prevocational course which includes Basic Education. It began on January 30.

Unfortunately, there were also losses to a staff which has remained fairly intact since the project began. To accept a position as personnel director of a large hospital in south Alabama, Jack Parsons resigned his position as Remedial Instructor, effective December 30, 1966. Grady Wayne Booker, another Remedial Instructor, resigned January 19, 1967, to accept the position of Classification Officer for Draper Correctional Center. With the loss of these instructors, it was imperative that we assign the college corpsmen to assist with the Basic Education and Remedial programs as soon as they began work. All instructors, college corpsmen, and counseling staff were given a complete orientation to the basic education program and its effective operation by the program director in order that no time be lost in providing current trainees the best program possible.

Since most of the recruiting and testing activities with which college corpsmen normally assist were accomplished earlier, the assignment of the college corpsmen to work in basic education and remedial programs will not handicap the counseling program at the present time.

We regretfully accepted the resignation of another staff member, Lamar Moon, Sr., who has served as the Electrical Appliance Repair Instructor since the project began. Mr. Moon resigned, effective February 16, to accept a similar but permanent position in a state trade school. We fortunately replaced him quickly by employing J. D. Kilgore on February 7, in time for Mr. Moon to give him a thorough orientation to the Electrical Appliance Repair Course.

Since the staff realizes that this is the last year of our E & D Project, it is not surprising or unexpected to find members accepting permanent jobs when they are offered. If it were possible to continue the vocational training under the MDT program, fewer staff changes would be necessary.

Qualifications of new staff members are included in Appendix C.

Counseling

The six vocational courses began December 5, 1966 and will end June 2, 1967. Trainees in these classes have had more serious problems than any who have previously entered training. Educational levels are lower, and emotional problems are deeper. However, the students are responsive, and there are few disciplinary problems.

In addition to shop and related work, all students are scheduled for remedial classes for eight hours each week for six or 12 months, depending upon the length of training. For example, the Auto Service Station Mechanic Attendants and Barbers are scheduled for remedial from 7:30-9:30 four days a week, Electric Appliance Repair and Sign Writers from 9:30-11:30, and Bricklayers and Welders from 2:30-4:30. Individualized programmed instruction is prescribed for each student on the basis of his deficiencies and course requirements or needs. This means that as many as 30 students may be working on 30 different prescribed courses of different degrees of difficulty. The range might be from reading improvement (even phonics) to trigonometry or calculus. Prescription of courses is based upon deficiencies as interpreted from the Metropolitan Achievement Test scores which give the remedial instructors a grade-level approximation and information about what remedial work should take priority.

The following table illustrates the wide range of grade levels among these students. To get some idea of the range of the remedial prescriptions required, look closely at the Welders and Bricklayers who are in remedial at the same time. Notice that total grade averages range from fourth grade to eleventh grade, with two-thirds scoring at seventh grade level or below and one-third scoring at eighth grade level or

FREQUENCY DISTRIBUTION CHART
METROPOLITAN ACHIEVEMENT TEST

Test Date: December 5, 1966 Total Students: 69

	Word Knowledge							Reading							Spelling							Total Language (Grammar)							Arithmetic Computation							Arithmetic Prob. Solv. Concepts							Total Average						
	CLASS							CLASS							CLASS							CLASS							CLASS							CLASS							CLASS						
Grade Level	Barber	A S S M A	Sign Writer	E A R	Welder	Bricklayer	Total	Barber	A S S M A	Sign Writer	E A R	Welder	Bricklayer	Total	Barber	A S S M A	Sign Writer	E A R	Welder	Bricklayer	Total	Barber	A S S M A	Sign Writer	E A R	Welder	Bricklayer	Total	Barber	A S S M A	Sign Writer	E A R	Welder	Bricklayer	Total	Barber	A S S M A	Sign Writer	E A R	Welder	Bricklayer	Total	Barber	A S S M A	Sign Writer	E A R	Welder	Bricklayer	
12	0	0	1	1	2	0	4	1	0	1	2	0	0	4	0	0	0	2	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11	2	0	0	3	2	0	7	1	0	1	2	5	0	9	1	0	2	0	1	1	5	0	0	0	0	1	0	1	0	0	0	0	2	0	2	0	0	0	0	2	0	2	0	0	0	0	1	0	
10	1	0	3	1	4	1	10	2	1	0	0	1	0	4	2	0	0	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	1	1	2	1	0	2	0	1	0	4	0	0	2	1	1	0	
9	1	2	1	1	2	0	7	1	0	1	0	0	0	2	1	2	0	3	3	0	9	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	4	1	6	1	0	0	2	4	0	
8	0	0	0	0	1	0	1	0	1	1	2	4	1	9	0	0	2	2	2	3	9	0	0	2	3	1	1	7	0	0	2	0	3	1	6	0	0	1	4	4	4	13	3	1	0	2	2	1	
7	2	1	1	0	2	1	7	0	1	1	1	3	2	8	1	2	1	0	1	1	6	2	0	0	1	5	0	8	4	2	1	3	4	4	18	4	2	2	4	1	1	■ 14	1	2	3	1	4	2	1
6	3	3	2	3	1	6	■ 18	0	3	1	1	0	1	■ 6	1	0	1	1	5	1	■ 9	1	5	3	2	4	1	16	2	3	3	4	4	4	■ 20	3	4	4	3	2	4	20	3	4	3	3	2	4	1
5	0	1	2	2	0	1	6	2	2	3	1	1	3	12	3	5	3	1	0	5	17	3	1	4	3	1	6	■ 18	2	3	4	4	0	3	16	0	1	1	1	0	1	4	1	1	2	3	0	3	1
4	0	2	0	1	0	0	3	2	2	0	2	0	2	8	0	1	1	1	1	1	5	3	4	0	3	1	3	14	2	1	0	0	0	0	3	2	1	0	0	0	2	5	0	1	0	0	0	3	
3	1	1	0	0	0	3	5	0	0	1	1	0	3	5	1	0	0	0	0	1	2	0	0	1	0	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	
Below						1	1	1					1	2				1			1	1					1	2		1					1		1					1							

■ TOTAL ENROLLMENT MEDIAN

above. Only two students scored above the ninth grade level. This means that remedial instructors must now use subtests to determine what remedial prescriptions take priority. For example, in addition to his need for adequate reading skills, a welder has an immediate need for math required to learn welding theory and to apply that theory to shop practice. If he demonstrated a deficiency in math fundamentals, then his top priority for remedial prescription would be for some area of math, as would be further demonstrated by an item analysis of his math subtest.

The table also serves as a guide for remedial instructors to order programmed instructional courses. For example, if there is a cluster of scores in the area of sixth grade English, then they must determine if there are enough programs for use by the maximum number of students at any one given time. If not, they must place orders for programs needed.

The shaded areas on the chart indicate the class and total enrollment median.

Remedial students also participate in the Academic Games experiment, which is described in the Basic Education section.

The counseling interviews scheduled for the current classes were begun January 16, 1967, and were completed by January 31. A large variety of subjects were introduced and are still being explored and developed. The amount of interest displayed in becoming candidates for earning General Educational Development Certificates for the equivalency of a high school diploma was noteworthy. This interest on the part of approximately 20 trainees will be encouraged by the Counselors and Remedial Instructors.

At present the confidential problem list prepared by each trainee is being given priority. Holdovers continue to be of primary concern to counselees and require considerable time and effort. The counseling staff contacts various courts for information and assistance which could possibly result in holdovers being dropped.

Some of the techniques of counseling employed in an MDT program in a correctional setting are described in a paper, "Counseling and Guidance in a Correctional Vocational Training Program," presented by the Project Director at a Conference on Corrections sponsored by P-A-C-E, Inc., Indianapolis, Indiana, January 28, 1967. A copy of this paper is included in Appendix D.

Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation, in cooperation with the Board of Corrections. The program is approved by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training. The Project Director, with the aid of consultants planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases is the responsibility of the Program Director.

Program Purposes and Objectives

A primary purpose of this program is to adapt to traditional vocational training certain recently developed but proven teaching techniques which are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available. Materials are also being developed for teaching personal-social skills. These programs are designed to individualize training for the target population. Our further purpose is to develop the necessary guides that will make such materials and their proper use feasible for both correctional and public educational institutions.

The specific purposes ot the training phases of this project are as follow:

1. To select and tain a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project under our new contract are as follow: Combination Welding, Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Sign Writer, Hand. Former courses Technical Writing and Radio-Television Repair were cancelled for reasons previously stated.

2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds:

   a. Programs that serve as adjuncts to existing training materials making these materials easier for the student to understand

   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of a training job.

3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole.

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use.

The MDTA codes. occupational titles, DOT codes, length of training and the number of trainees for each course are shown in the table below.

CODE	TRAINING AREA	DOT	LENGTH OF TRAINING	NUMBER OF TRAINEES
Ala-(M)7005-001	Basic Education	-------	20 weeks	50
Ala-(M)7005-002	Electric Appliance Repairman	723.381	52 weeks	13
Ala-(M)7005-003	Cancelled-formerly Radio-TV Repair	-------		
Ala-(M)7005-004	Automobile Service Sta. Mechanic-Attendant	620.381	26 weeks	13
Ala-(M)7005-005	Barber	330.371	26 weeks	11
Ala-(M)7005-006	Sign Writer, Hand	970.081	52 weeks	12
Ala-(M)7005-007	Bricklayer	861.381	26 weeks	15
Ala-(M)7005-008	Combination Welder	812.884	26 weeks	15
			Total	129

All courses except Basic Education began December 5, 1966. Six-month courses are projected to end June 2, 1967. Twelve-month courses are projected to end December 8, 1967. The Basic Education Course which began January 30, 1967, will run for a period of 20 weeks.

Basic Education: 20 weeks prior to skill training (four hours per day)

The prevocational basic education program was scheduled to begin December 5, 1966, but the fact that six vocational courses also began on December 5, with an enrollment of 79, made it impossible for prison authorities to release 60 more inmates for basic education. Such release would have further contributed to the acute shortage of inmates needed for prison labor and maintenance. An agreement was worked out with MDTA to schedule the beginning of basic education for January 30, 1967. Since it was also impossible to start off the program with the quota of 60, we were instructed to start with as many as possible and add students to the classes for a period of ten weeks. Classes began with 33 students and after ten weeks, the enrollment has reached 50. These students are scheduled for completion of basic education on June 16, 1967, and will be transferred to vocational couses June 19, 1967.

Students were assigned to classes on a half-day basis with half attending from 7:30 to 11:30 and the remainder from 12:30 to 4:30. In this way they are still available to carry out prison work assignments for half a day.

Objectives

The objective of the Basic Education Program is to provide the students with educational skills necessary to enter the vocational courses, i.e., to help them achieve a minimum academic level to begin vocational training, remedial work, personal-social development, and other desired objectives such as completion of work toward GED certificate (High School Equivalency Diploma). Better chances of obtaining and retaining jobs, better chances of staying out of prison, and adjusting to society should thus become a reality.

Classroom Management

Each student spends two hours per day in programmed instruction. The flexibility of programmed materials is well documented in all types of educational programs. Programmed instruction (P.I.) allows a student to progress at a rate of learning comparable to his ability and at the same time affords the instructor time to give individual attention. Since we are able to draw upon a large library of programmed materials covering a variety of subjects, we are able to meet the instructional needs of all students. Our first step is to determine the specific academic deficiencies of the student by administering an academic achievement test, such as the California or Metropolitan achievement tests. Other tests which the student may take include the Peabody Picture Vocabulary Test, the Link Reading Test, and Otis Intelligence Test. Frequently tests that require considerable language skills do not yield valid results, and an illiterate or near illiterate student must wait until we teach him to read better before he can take vocational interest and personality preference tests. Reading deficiencies also limit us in prescribing certain needed programmed lessons. In any case, each student takes a pre-test on each program assigned to him. If his pretest score indicates that he knows the material he is given a program which is more appropriate for him. If he fails the pretest, he is allowed to work on his deficient areas in that particular program and then proceed to other programmed lessons.

Based on the information obtained from the above and from personal talks with the students, some are assigned to phonics, others to intermediate reading, advanced reading, and to all levels of programmed instructional courses.

The chart on p. 17, showing the distribution of subtest scores on the Metropolitan Achievement Test, illustrates the wide range of academic levels--from functional illiterates to high school seniors. Results thus far indicate that students are progressing very well and at least 95 per cent of them should be able to enter vocational courses at the end of basic education. A number of students should be able to pass the GED Test before completion of vocational training. Basic education generally serves the purpose of improving the educational level of the trainees so that they will be able to master theory and related work needed for vocational skills training.

The phonics and reading courses are taught through the use of the Link Enterprises PerceptoScope and the reading program developed by Perceptual Development Laboratories. This program has been used with the remedial and supplementary classes during vocational training and is proving very effective with basic education students also.

The supplementary education groups are divided into two sections based on reading ability. The better readers are involved in group activity, study, and discussion. They are involved in a history reading program, map study, and vocabulary improvement games. The objectives for this group are to improve reading ability, oral English and expression, vocabulary, interaction with other students and instructors, and personal-social skills. From time to time they are combined with the other group for lessons in current events, personal hygiene, and open discussion of many problems.

MDTA BASIC EDUCATION
Draper Correctional Center
Elmore, Alabama

Frequency Distribution Scores (33 Students)
Metropolitan Achievement Test
January 30, 1967

National Grade Placement	Word Knowledge	Reading Comprehension	Spelling	Total Language (Grammar)	Arith. Computation	Arith. Reasoning	TOTAL AVERAGE
11	2	1	1	0	0	0	0
10	2	0	1	2	1	1	1
9	1	1	0	1	0	4	1
8	5	5	2	0	2	0	3
7	2	4	6	3	4	7	3
6	6	5	9	7	13	9	9
5	4	7	4	7	10	10	9
4	5	8	5	9	3	2	5
3	3	1	3	4	0	0	2
Below	3	1	1	0	0	0	0

Class Median = shaded area dots

Academic Games Experiment

Since "failure" has been a pattern of life for an offender, every motivational technique is needed to keep these students interested in attaining success. Academic Games, introduced to the students by Mr. Larry Liss, Nova Schools, Ft. Lauderdale, Florida, serves as one experiment in motivation. The first game to be introduced was "Equations." Under Mr. Liss's overall supervision, the morning group was introduced to the game while the afternoon group served as a control group not involved in the game. The games are structured to allow both team and individual competion. The morning group has been divided arbitrarily into six teams with three students on each team. Each team has a first, second, and third team member. The teams compete with each other, and each student within the team competes with the student of the other teams with the same number. Other games (Propaganda, Democracy, and WFF'N PROOF) will be introduced later. Data will be gathered and a study conducted to determine what effect these academic games have on the overall academie program.

Materials Development Unit

The Project Director, Program Director, and MDU Editor-Coordinator met with representatives of the State Division of Vocational Education in December to select subjects to be programmed in the new contract year. Direcotrs of the State Trade Schools who were present stated that their instructors do not feel the need for instructional materials in the skill areas of the various trades; however, they do have an urgent need for materials in related areas which they described as "Communicative Skills." Discussion revealed that by "Communicative Skills" they meant the whole area of personal-social skills related to successful employment--what we at Draper call "Supplementary Education." While our experience has been that adequate materials are not always available in the trades, we do agree that there is a great need for materials in the areas they named. These areas include customer relations, employee-employee and employee-employer relations, shop writing, interpretation of written materials, giving and taking oral instructions, drawing for interpretation, and applying for jobs.

It was agreed that the Materials Development Unit would prepare a package of materials, "Communicative Skills for Auto Mechanics," during the coming year. We have begun to accumulate reference materials for this project and plan to hold a meeting with subject-matter specialists early in the next reporting period. Subject-matter specialists will include a trade school instructor, our own ASSMA instructor, and a representative from the trade--an active practitioner.

During this period we have concentrated efforts on completing programmed lessons already in process in order to clear the way for work on the package described above. Therefore, field testing was a major activity. Tests were conducted at two State Trade Schools and within Draper Correctional Center. Results of the tests are shown below.

Lesson	No. of Students	Pretest (% correct)	Posttest (% correct)	Net gain
Identification of Joints, Welds, and Grooves	51	64	89	25
Using Copy Editor's Symbols*	34	39	93	54
Shop Safety	62	29	95	66
Introduction to Credit	47	1	83	82
Introduction to Table Manners	18	27	89	62
How to Read A Rule	14	2	89	87
Using the VOM, Part I	7	0	91	91
Using the VOM, Part II	6	3	86	83
Using the VOM, Part III	7	6	98	92
Guide to the VOM)) VOM Practice Book)	7	0	90	90

* The first field test of "Using Copy Editor's Symbols" revealed that the first part of the pretest provided the answers for the second part. The pretest was revised, and in subsequent field tests students scored 8% on the pretest and 94% on the posttest.

These lessons are ready to turn over to the Division of Trade and Industrial Education, University of Alabama, for printing and distribution.

When we field tested the program, "Using Decimals," the need for substantial revision was discovered. The lesson is not needed by the groups with whom we tried it in the trade schools, and it is too difficult for the inmate population. Our present thinking is that it should be made into a series of lessons similar to the Fractions Laboratory. Individual tryout of the Fractions Laboratory was completed in this period, and field tests will be conducted during the next.

The outcome of our agreement with the University for having lessons printed and distributed has been disappointing to date. Production difficulties have made it impossible for them to fill orders thus far. We fear that this situation has created ill-will among potential users.

One of the questions frequently asked staff members is "How do you evaluate published programs?" An answer to this question was prepared by our MDU Editor-Coordinator for presentation at the Hawaiian Training Conference and is included herein as Appendix E.

Job Development and Placement

Job placement activities were intensified during this report period because it immediately followed graduation of our fourth class. As has been stated before, jobs are more difficult to obtain during the winter months; therefore, much more traveling was required. Placement continues to be centered mainly in the larger metropolitan areas: Birmingham, Montgomery, and Mobile.

Employers are generally receptive to hiring ex-offenders who have skill training if they have jobs available. The most difficulty in placing graduates has been caused by the inability of the offender to appear for a personal interview. Hopefully, some way may be found to make the offender available for job interviews in the near future.

Some of our trainees continue to find employment for themselves through family, friends, and former employers. These jobs are not always training-related. However, we feel that morale suffers greatly when a trainee must remain in prison longer than necessary for lack of a training-related job. We, therefore, do not discourage the trainee's finding his own job, whether or not it is training-related. The trainee wants to get out of prison first and foremost, and the type of job he obtains is of secondary consideration.

We do, however, provide assistance in obtaining a training-related job as soon as possible after release. We encourage the trainee to make use of the skills he has developed while in the program.

The State Pardons and Paroles Board cooperates in all phases of the trainees' release. Release dates are coordinated with the Board so that we may be able to confirm a tentative release date for the trainee. The individual parole supervisors are very cooperative, and a good working relationship has been established with most of them. Our placement program could not function without their cooperation and assistance.

Many of the parole supervisors assist the placement officer in obtaining jobs for trainees who want to locate in their districts. The supervisor is naturally more familiar with local job opportunities and employers than we, and this assistance is invaluable.

During this report period, sixteen graduates have been released. Fifteen were released to jobs. One was released at completion of his sentence and did not desire employment assistance.

Ten of the fifteen releasees were placed in training related jobs. Six were employed in non-training related jobs.

The following chart indicates placement according to course completed:

Course Completed	Related	Non-related
Auto Service Station Mechanic-Attendant	2	1
Bricklaying	2	
Welding	1	1
Barbering	5	1
Technical Writing		3
	10	6

Bonding Program

We utilized the bonding program for only one student during the report period. A training related job was obtained for a graduate of the Radio-TV Repair course. He was employed by a local radio-TV repair shop after he was bonded for $5,000. He is still employed by this shop.

Relocation Assistance Program

Our trainees continue to be assisted through the Labor Mobility Project of Tuskegee Institute. During the report period, twenty-five trainees have received relocation allowances totaling $2,251.30. The average amount received was $90.05--the largest amount, $145.30; the smallest, $65. Thirty-six trainees have been assisted through this program. Six have changed their original employment and one has returned to prison.

The relocation allowances have relieved some of the anxieties of the inmates concerning having enough money for room and board the first few weeks after release. Those releasees with families have found these allowances to be of great financial assistance in reestablishing private living quarters where the family previously lived with relatives.

Some few releasees have wasted their relocation allowances by squandering it on a "big night on the town" the first weeks out. Most, however, have used it conservatively until their pay checks began coming in.

It would help if some way could be found to issue the allowances to the releasees over a short period of time so that they would manage to have enough to tide them over until their first payday.

Follow-up

Four case studies randomly selected from our follow-up files are included herein to reflect some of the environmental conditions with which these releasees must cope immediately following their release from the institution. This report thus includes two cases who seem to be successfully adjusting in the community, one borderline case, and one who returned to prison six months after his release.

It is clear that our follow-up team (two counselors and the placement officer) must call on the other counselors within the project (who work with inmates in training) for some part-time assistance in providing supportive services to ex-trainees who are borderline cases. As soon as community sponsors have been enlisted, many of these supportive services will be provided by the community. But, community sponsors must be informed, enlisted, and trained. This program is developing rapidly, moving into cities other than Birmingham and being well received. The Montgomery Civitan Club has been presented with a series of programs beginning with "Characteristics of the Inmate Population," "The Draper Experimental and Demonstration Projects--Emphasis: Vocational Training," "Transitional Problems of the Released Inmate," and "The Community Sponsorship Program: How You Can Help." Following this series of presentations, the Civitan Board of Directors voted to accept the Community Sponsorship Program. Their acceptance was unanimously approved by club members at a subsequent meeting.

Presentations have been scheduled with church groups and other civic clubs in Montgomery, Birmingham, and Talladega.

One graduate has been assigned to a Birmingham sponsor. His case summary will be included in the next report. Plans are well under way for sponsors of other graduates in Birmingham.

There is an urgent need for sponsors for many of our trainees who will return to virtually the same environment as that in which they committed their original crimes. Yet, the process of securing sponsors must be a slow one. We cannot overstress the importance of careful preparation of the individual sponsor for the important part he will play in assisting the ex-offender to become a responsible citizen.

The Draper Project's entree to the community has already been established through a successful public relations program designed to seek jobs for our trainees. Thus, civic, professional, trade, and church groups comprise our contacts in the community, and we are dependent upon them to seek out the kinds of community members who can serve in the critical role of sponsoring the released offender. As soon as such persons are found, they are given an orientation to the project, interview the inmate, and work closely with the local parole officers to ensure that the inmate has the best possible chance to maintain his freedom.

Our observation, at this time, is that the project staff must move into this program at a much faster rate. More and more graduates are being released, but despite the wide publicity the Draper Project has enjoyed, too few members of free society are aware of the role they can play in preventing the released offender's eventual return to crime. We have reached the communities of Alabama, and their members are concerned. Our goal now is to get them involved in our efforts to help our trainees become fully accepted by and fully accepting of the community and its controls.

CCP. 23-year old Caucasian. Single

Barbering graduate. One year after graduation.

CCP was first arrested in Birmingham in 1962. At that time he was charged with burglary and placed on probation for three years. When his probation was revoked, he was convicted of grand larceny, burglary, and violation of probation. He began serving a three year sentence at Draper in June,1965.

CCP had received more education than the average student; before coming to prison he completed tenth grade at a Birmingham vocational high school. He also has a more stable job history than the majority of our trainees. For four years he had worked as a beautician, and at one time he even ran his own beauty salon.

At Draper, he enrolled in the barbering class, where his instructor rated his performance as "above average." Upon entering the class his grade level was 8.7; it was 9.3 when he graduated.

Difficulties arose about placing CCP in a training-related job. Negotiations were underway with the Jefferson County Barber Commission to waive its policy of not licensing an ex-offender, but the policy was still in effect. In the meantime, CCP's father secured a job for him with the constuction company where the father was employed. CCP's family--mother, father, and two sisters--accepted him at home following his parole in June, 1966.

CCP's instructor received word two months following the trainee's parole that he was working in a barber shop in a small community near his home. His salary was about $85 a week. When the follow-up counselor visited CCP in October, he had secured a job in Birmingham to be closer to his home, had been working there a month, and liked it very much.

In February CCP was granted permission by his parole supervisor to relocate in Michigan where he had been promised employment. There were no further reports on CCP until May when the counselor received a letter from him. As a barber at a military base in northern Michigan he was earning between $175 and $200 a week.

JPR. 22 year old Caucasian. Single

Bricklayer Graduate. Two years after parole.

JPR was sentenced in February of 1964 to serve seven years in Draper Correctional Center on a charge of grand larceny. Before receiving this sentence, he had been repeatedly fined for public drunkenness and had been placed on probation for a previous felony.

JPR was accepted for admission into the first Bricklaying Class in November, 1964. When he entered the class, his grade level achievement was 8.3 despite the fact that he had completed the ninth grade in school. Upon graduation in April, 1965, he had increased his grade level .5 to 8.8.

In July, 1965, JPR was paroled to his home community. There he lived with his mother (his parents were divorced), brother, step-brother, and step-sister. His step-father had died ten years earlier.

In an attempt to obtain apprenticeship training in the bricklaying trade, JPR accepted a position as a brickmason's helper. This position paid him $2.07 an hour. In May, 1966, the parole supervisor reported that this graduate had done well on the job, but he felt that if JPR were to be laid off or were to associate with his old companions, he would become a recidivist.

Seven months later, however, the Counselor found that JPR had accepted a job as an apprentice bricklayer with another contractor. His weekly salary had increased to $100. Less than a month after this time, JPR finally won his union card as a brickmason. He changed jobs once again, but remained in a training-related occupation. His salary for February, 1967 was $800. It appears that there is no ceiling on his income, and both his parole supervisor and his employer feel that JPR will make a complete success of his new life.

WJW. 23-year old Negro. Married. Separated

Auto Service Station Attendant graduate. One year after release

WJW attempted to hold up a man and woman in a Birmingham cleaning establishment in July, 1964. He received a six year sentence for the attempted crime and began serving his sentence at Draper in December, 1964.

WJW was born in Birmingham. His father is a steel worker; his mother is a housewife. His parents are living together in a well-maintained home located in a comfortable, upper-lower class neighborhood. WJW has one brother and one sister. Four months before he committed the crime for which he was incarcerated, WJW was married. He and his wife are now separated.

His first parole hearing in December, 1965 resulted in a denial of parole and a notation that his next parole hearing would be in May, 1966. Shortly thereafter WJW enrolled in the Auto Service Station Attendant Course. The course runs for six months; its termination would roughly coincide with his next parole hearing.

On his application form, WJW noted that he had completed the ninth grade in a Birmingham high school. However, his grade level achievement was only 4.2 on a standard test. While in training, he increased his grade level by 1.2 to 5.6.

While living in Birmingham, WJW had been employed for three years as a waiter for a local restaurant. This same restaurant offered to employ him again following his release, and he accepted the job so that he could live with his family. The parole board reviewed this parole program and granted him parole in May, 1966.

Two months after returning to his former job, WJW dropped some dishes in the kitchen. His employer felt that it was WJW's responsibility to pay for these dishes; WJW did not agree. As a result, he left his job and went to work for a Birmingham construction company. The follow-up counselor was unable to locate this company on his subsequent visit to Birmingham. However, by the time of the next visit, WJW had resolved his disagreement with the restaurant owner and was back at his old job. He is an excellent waiter, according to his employer who estimates his weekly income to range from $80 to $90 per week, most of it in the form of tips.

In May, the counselor visited WJW in his parents' home. Although WJW reported having only one brother and one sister, the counselor discovered that there were eight children living in the home. Nevertheless the house was clean and neat. WJW's parents were there at the time of the counselor's visit. In their discussion of WJW's adjustment to the "free world," the counselor discovered for the first time that WJW had a drinking problem, which had become steadily worse since his release. WJW feels he is still able to control his drinking during the week, because he is at work. However, on the weekend he will drink until he is unable to walk properly. Bartenders then call his father to come and take him home. All of WJW's friends seem to have similar problems; he states that he has no friends other than heavy drinkers. He also states that although he has a good income, he is unable to account for more than $10 a week. The $10 is the money he gives his parents for room and board. The counselor recommended that WJW find friends who are not such heavy drinkers, try to plan leisure time activities other than those found in the bar, and set up a systematic savings plan. The counselor plans another unexpected follow-up visit in the next few days. In the meantime, we are looking for a community sponsor who may help WJW to find new friends and become involved in different leisure-time pursuits.

EVB. 18-year old Negro. Single

Auto Service Station Attendant graduate. Six months after completion of course.

EVB was 17 years old when he was sent to Draper in November, 1965 to serve a two-year sentence. He was convicted in Birmingham for having received and sold stolen property, car theft, and possessing a sawed-off shotgun. In addition to the two-year sentence he was serving, EVB also faced a possible two year Federal conviction for the same charges.

EVB had been a bus boy in a restaurant for six months; he had no other job experience. He indicated a strong interest in the Auto Service Station Attendant Course. He stated that he had begun a course in this field while "outside," but had not completed it. During his studies at Draper, his grade level rose from 7.6 to 8.6, and he received a citation as "Outstanding Student" for a two week period.

A job was arranged for EVB at a service station in Birmingham. His parents were divorced, but his grandparents were willing to provide a home for him. He was accordingly paroled in November, 1966.

In May, 1967, the Follow-up Counselor visited EVB's parole supervisor. He learned that EVB had quit his job in February following an altercation with his employer. He deceived both his employer and his parole officer in the two months following. He would tell his employer he would report back to work on "next Monday," while telling his parole officer he still was employed at the service station.

It is apparent that during this time he was associating once again with persons involved in the sale of stolen auto parts. Upon his release from prison, his grandmother had given him $350 she saved to help him in his readjustment to the "free world." He promptly spent $150 of this to repair a car he had been working on before going to prison. Once the car was operating, he became involved in a series of traffic violations. He was charged in turn with speeding, reckless driving, driving without a license. Finally he wrecked his car. His unemployment followed this episode.

EVB's grandparents are physically unable to watch all parts of their house. Knowing this, EVB used the basement to hide the parts he and his associates stripped from cars. He also obtained another car, identical to the wrecked one, and brought it home. He was repairing this car with some of the stolen parts hidden in the basement when the sheriff arrested him. Charged with violation of parole, two cases of grand larceny, and receiving and selling stolen goods, EVB had been sent to Kilby the day before the follow-up counselor's visit.

FACT SHEET

Experimental and Demonstration Project
MDTA of 1962 (Public Law 89-15)
Draper Correctional Center
Elmore, Alabama

Grantors: U. S. Department of Health, Education, and Welfare
U. S. Department of Labor
Grantee: Rehabilitation Research Foundation

Data Accumulated from October 1, 1964, to February 1, 1967

INMATE DATA

- 810 Applied for training
- 610 Received prevocational training
- 331 Accepted for vocational training
    - 231 Completed training
    - 69 Currently in training
    - 31 Dropped before completion of training
- 56 Waived early parole to complete training
- 7 Gave up good time to complete training
- 186 Graduates released (1 graduate deceased)
    - 144 Paroled
    - 41 Completed sentence
    - 8 Holdovers
    - 177 Placed in jobs
        - 150 Training related
        - 27 Non-related
- 46 Graduates awaiting release
- 42 (23%) Graduates returned to prison or jail
    - 5 Graduates reincarcerated and re-released
- 8 Graduates' whereabouts unknown

MATERIALS DEVELOPMENT UNIT

17 Lessons printed and field tested

6 Lessons being field tested

9 Lessons being given individual tryout

12 Lessons being rewritten

15 Lessons under study or in analysis

REMEDIAL EDUCATION (GRADUATES ONLY)

208 Hours per student

1.4 Average grade gain per student

35 Students passed G.E.D. Test

PRE-VOCATIONAL (20 WEEKS PRIOR TO ENTERING VOCATIONAL TRAINING)

100 Applications received

- 26 Applicants accepted
- 74 Not accepted due to length of sentence

SUPPLEMENTARY (PERSONAL-SOCIAL SKILL DEVELOPMENT AND DISTRIBUTIVE EDUCATION)

24 Volunteers from business or professions served as guest instructors

JOB DEVELOPMENT

173 Employers have hired 1 trainee*

15 Employers have hired 2 or more trainees

FOLLOW-UP

292 Visits to or on behalf of parolees (in 1966 and 1967)

*Some trainees have been hired by as many as 3 different employers.

COLLEGE CORPS TRAINING

- 17 College students who received training and experience are now in:
  - 1 Neighborhood Youth Corps
  - 7 Graduate and undergraduate school
  - 2 Correctional Work
  - 1 Law School
  - 4 Military Service
  - 2 Social Work

PUBLIC INFORMATION AND DISSEMINATION TOURS AND TRAINING CONFERENCES

- 563* Visitors (other than families of trainees)
  - 269 Received guided tour and orientation by staff
  - 144 Received guided tour and orientation and informal training by staff
  - 21 Received guided tour and participated in formal workshop
  - 129 Others

Publications

- 31 Professional papers (list attached)
- 585 Requests for materials (by letter)

Public Relations

- 27 News releases (refer to attached)
- 78 Speaking engagements fulfilled by staff members

OTHER

- 166 Families of trainees have visited or written to the project
- 498 Letters written on behalf of students

*This is the number that signed the register. It is estimated that more than 600 have visited the project.

MAJOR NEWS FEATURES

Experimental and Demonstration Project
MDTA of 1962 (Public Law 89-15)
Draper Correctional Center
Elmore, Alabama 36025

Grantors: U. S. Department of Health
Education, and Welfare
U. S. Department of Labor
Grantee: Rehabilitation Research
Foundation

1. "Operation Second Chance." A. Frank Lee, Commissioner of Corrections. Statewide Release announcing MDTA Vocational E&D Project. Alabama Journal - October 16, 1964; Montgomery Advertiser - October 17, 1964.

2. "45 Win Diplomas at Draper Correctional Center." Released on first graduation. McFadden, Alabama Journal - April 29 and May 1, 1965. McGregory, Montgomery Advertiser - May 1, 1965. A. Frank Lee, statewide release.

3. "Community Leader Mrs. Donna Seay Prepares Young Men for Vocations." Profile of Assistant Project Director. May Ann Johnson, Advertiser-Journal - May 9, 1965.

4. "Educator's Skills Applied at Draper." Profile of Chief Programmer, Materials Development Unit, Vocational E&D Project. Wayne Greenhaw, The Sunday Magazine. June, 1965.

5. "Mrs. Seay, Mr. Bamberg Will Address BPW League." Montgomery Advertiser - September 19, 1965.

6. "Draper Teaching Plan Gets Test." Field testing programmed lessons in state trade schools. Wayne Greenhaw, Alabama Journal - September 25, 1965.

7. Graduation

   A. Frank Lee, statewide release. "70 Graduate Friday - No School of Crime at Draper Prison." Kate Harris, Birmingham News - October 26, 1965.

   "Bamberg Finds Jobs for Trained Draper Parolees." Profile of Job Placement Officer. Wayne Greenhaw, Alabama Journal - October, 1965.

   "Youth Program, Where It Counts." Editorial, Birmingham News - December 27, 1965.

   "Building a Rolling Concession Stand." Welding Class Project. Wayne Greenhaw, Alabama Journal - October 28, 1965.

   "Draper Inmates Graduate." Alabama Journal - October 29, 1965.

   "Draper Vocational Project Gives Graduation Certificates to Inmates." Alabama Journal - October 29, 1965.

   "Letter Encourages Graduate at Draper." Kate Harris, Birmingham News - October 30, 1965.

   "School Over, Not Out - 64 at Draper Institute Win Vocational Diplomas." Advertiser-Journal - October 31, 1965.

8. "Inmates at Draper Learn Skills for 'Free World'." Gail Falk, The Southern Courier - November 20, 1965.

9. "Draper Project Using Students." A report on College Corpsmen. Kate Harris, Birmingham News - November 26, 1965.

10. "Draper Educator Aids in Study." Alabama Journal - December 7, 1965. "Draper Prison Official (McKee) Attends Honolulu Meeting." Montgomery Advertiser - December 8, 1965.

11. "Draper Gets Counselor to Follow-up Parolees." Alabama Journal - December 18, 1965. "Jim Morrison is Assigned Draper Post." Montgomery Advertiser - December 19, 1965. A. Frank Lee, statewide release.

12. "Hawaiians Study Draper Program." Visitors: Dr. Harry Ball, Jack Nagoshi. Wayne Greenhaw, Alabama Journal - January 22, 1966.

13. "Personnel Administrators Hear Two Guest Speakers." (Assistant Project Director and Placement Officer.) The Redstone Rocket, Huntsville - February 23, 1966.

14. Graduation. A. Frank Lee, statewide release. April 30, 1966.

15. "The Draper Experiment: A Progress Report." Alabama Mental Health (bulletin), June, 1966, Vol. 18, No. 6.

16. "NCFA, Alabama Invest in Rehabilitation." Consumer Finance News, September, 1966, Vol 51, No. 3.

17. "Draper Vocational Training is Paying Off." Ben Hogan, Birmingham Post-Herald - September 20, 1966.

18. "Rehabilitation - Draper Program Getting Results." Pete Kelly, Tri-Cities Daily, Florence, Alabama. First in a series of articles. Fall, 1966.

19. "New Coordinator: Fred T. Phillips has been named Public Information Coordinator for the Draper Vocational Project." Alabama Journal - October 11, 1966.

20. "Dr. McKee Will Be Speaker." (October meeting of the Muscle Shoals Association for Mental Health.) The Florence Times. October 12, 1966.

21. "Draper Sponsorship Program Proposed." Jefferson County Association for Mental Health Newsletter. October, 1966.

22. "Inmates of Draper Correctional Center Assist in Construction of New Bleachers at Hohenberg Stadium." Bricklaying Class. The Wetumpka Herald. October 13, 1966.

23. "21 Hawaiians Visit Draper for Training Conference." A. Frank Lee, local release to all news media. November 19, 1966.

24. "Treatment Community Goal of Prison Rehabilitation, Draper Warden Says." Warden John Watkins addresses Hawaiian Visitors. Wayne Greenhaw, Alabama Journal. November 22, 1966.

25. Graduation. A. Frank Lee, statewide release. "53 Graduate at Draper Vocational Class Today." Wayne Greenhaw, Alabama Journal. November 23, 1966.

26. "Mrs. Donna Seay Elected President of New Manpower Training Association." Rehabilitation Research Foundation, statewide release. "Mrs. Seay Head of Training Unit." The Birmingham News, December 14, 1966. Montgomery Advertiser. December 13, 1966.

27. "Helping Former Prisoner Fit In Is Program Aim." Community Sponsorship Program. Leonard Chamblee, Birmingham Post-Herald. February 12, 1967.

Appendix A

Dissemination

Dissemination for Utilization

Early in this reporting period, planning for dissemination included the preparation of a brochure announcing our first MDT Workshop to be held in Montgomery, Alabama, in May. At the time the brochure was being prepared for distribution, we anticipated holding a series of small workshops, which would be limited in number to approximately 25 participants.

Other dissemination plans, as follows, were discussed with Dr. Charles W. Phillips, Division of Program Utilization, Office of Manpower Policy, Evaluation, and Research, during his field trip to Draper on January 31 and February 1.

Plans were approved to determine the interest in and specific needs for a series of MDT workshops across the nation by mailing a survey questionnaire to state agencies of Corrections, Vocational Education, Parole, Employment Service, and Vocational Rehabilitation in the 50 states and Canada. Subsequently, 258 letters with an attached survey questionnaire were mailed out. (A sample copy of the letter and survey questionnaire is attached.) Incomplete returns indicate that some 300 people will request attendance at the proposed workshops.

As a result of this overwhelming response, an MDTA Mini-Conference was scheduled to be held in Washington, D. C., April 5-6, to settle the question of the general purpose of the workshops (or conferences). That is, are the workshops or conferences to be designed for the widest possible dissemination of findings to state officials who are agency heads, or are they to be designed for instructional purpose--to instruct state and agency officials from a small geographical area? Further planning cannot be done until this question is decided.

REHABILITATION RESEARCH FOUNDATION

P. O. Box 1107, Elmore, Alabama 36025

During the 2½ years that we have operated a Manpower Development and Training (MDT) Project at Draper Correctional Center, we have received many requests for information and technical assistance. To provide comprehensive answers to such inquiries, we plan to conduct a series of workshops in Montgomery, Alabama. Our present thinking is that major emphasis of the workshops should be on planning and implementing MDT programs in correctional institutions. Such emphasis seems particularly appropriate in view of the recent amendments to the Manpower Development and Training Act which specifically approve the Secretary of Labor's making grants to correctional institutions for vocational training.

We need you help to insure that these workshops meet the specific needs of interested groups. Will you please, therefore, complete and return the attached form by April 11. A self-addressed envelope is enclosed for your convenience.

We will appreciate your interest and assistance.

Sincerely yours,

John M. McKee, Ph.D.
Executive Director

JMMcK/ecp
enclosures

Please Check the Priority Which You Assign to Each Topic
(You need not rate each subtopic)

	Priority of Interest				
Topics	Low 1	2	Medium 3	4	High 5
1. Purpose and objectives of MDT projects in correctional institutions					
2. Program administration					
a. Staffing					
b. Staff development					
c. Evaluation					
d. Reports					
3. Recruitment					
a. Identification of target population needs					
b. Testing and counseling					
c. Job orientation					
d. Assessment and selection					
4. Training					
a. Pre-vocational					
b. Vocational					
c. Personal-social skill development					
d. Remedial and basic education					
5. How to individualize instruction					
6. Use of subprofessionals					
7. Job development and placement					
8. Community follow-up services for releasees					
9. Impact of Manpower Training programs on correctional institutions					
a. Prison contraculture					
b. Administration					
c. Custodial and treatment activities					
10. How cooperating agencies work with MDT projects					

1. **Can you suggest other topics?**

2. **List the names, titles, and mailing addresses of persons from your organization interested in attending one of these workshops. The first workshop is scheduled to be held May 23-25, 1967. (No charge will be made for attending any of the workshops, but participants will be responsible for their travel expense.)**

3. **List the names of other persons or organizations you think would be interested in attending one of these workshops.**

Signature ______________________

Title ______________________

Organization ______________________

____

Date ______________________

Fall, 1966

PLANS FOR A DISSEMINATION AND UTILIZATION PROGRAM

I. DEVELOPMENTAL PHASE

A. Planning conferences

B. Participants in developing program plans

  1. Draper's E&D staff
  2. U. S. Labor Department
  3. American Correctional Association
  4. HEW: Vocational Education
  5. State Pardons and Paroles Board
  6. State Board of Corrections
  7. Representatives from other correctional E&D Projects

C. Time and place for planning conferences

  1. Pre-planning conference, Washington, D. C.--Labor, HEW, and Draper
  2. Draper Correctional Center and meeting room in Montgomery hotel, preferably in early fall--State agencies, Draper personnel, Labor, HEW, and AGA

II. PRELIMINARY PREPARATIONS NECESSARY

A. Guidelines

B. Program content and methods

C. Audio Visuals

D. Papers and instructional samples for conferences and workshops

E. Orientation and demonstrations for site visits

F. Dissemination of workshop proceedings

III. TRAINING AREAS

A. Administering program

B. Recruiting and selecting trainees

C. Training

D. Job Development and Placement

E. Follow-up

F. Evaluation

G. Personnel requirements

H. Dissemination of information

IV. LOCATION OF TRAINING

A. Draper Correctional Center, Elmore, Alabama

B. Montgomery, Alabama

C. Four regional offices of Department of Labor

1. New York
2. Chicago
3. Dallas
4. San Francisco

D. Other centrally located cities selected by Labor and HEW

V. EVALUATION OF DISSEMINATION PROGRAM

A. Methods and instruments used to evaluate program

1. Survey questionnaires
2. Consultation visits
3. Number of requests for printed materials (guidelines, papers, proceedings)

B. Participants in evaluation

1. Department of Labor and HEW
2. Rehabilitation Research Foundation
3. Participants of training program

VI. PERSONNEL REQUIRED

A. Present staff of Draper E&D Project
   1. Director
   2. Assistant Director
   3. Counseling Supervisor
   4. Job Development and Placement Officer
   5. Follow-up Counselor
   6. Supplementary Instructor
   7. Basic Education Instructor
   8. Finance Officer
   9. Other personnel and consultants as needed from time to time

B. Additional staff needed at Draper
   1. Public Information Coordinator
      a. Qualifications
         (1) College degree
         (2) Experience in speaking, writing, conference planning and leading, and public relations
      b. Duties
         (1) Plan, organize, and implement dissemination programs
         (2) Plan, organize, and implement community sponsorship programs
   2. Information Specialist

- a. Qualifications
    - (1) Journalism major with college degree
    - (2) Experience--promotional and newspaper writing
- b. Duties
    - (1) Write informational and training materials for dissemination program
    - (2) Prepare informational packages for . . .
        - (a) Potential employers
        - (b) Sponsors
        - (c) Other interested groups

3. Consultants

VII. TRAVEL

- A. Planning conference
- B. Four regional conferences
- C. Consultation visits
- D. Consultants

VIII. EQUIPMENT NEEDED

- A. Recorder - Transcriber
- B. Typewriter - 1'"
- C. Two desks
- D. Two chairs
- E. One filing cabinet
- F. One storage cabinet
- G. Bookcase

IX. MISCELLANEOUS (printing, mailing, film and development, paper and accessories, tape, postage, long distance telephone charges, and other conference expenses, such as meeting rooms)

REPORT OF FIELD TRIP

to

Draper Correctional Center's MDTA Project

Elmore, Alabama

on

January 31 - February 1, 1967

by

Dr. Charles W. Phillips
Manpower Analyst

U. S. Department of Labor
Office of Manpower Policy, Evaluation, and Research
Washington, D. C. 20210

REPORT OF FIELD TRIP

Dr. Charles W. Phillips

January 31 - February 1, 1967

I. Purpose and Conclusions:

The purpose for visiting Draper was to investigate the resources of its facilities and staff for use in a conference on educational and occupational training programs in other correctional institutions.

Our E and D project at Draper can and should be used. The project is well-run by a cohesive staff. It has complete records and materials which can be used to illuminate and illustrate various parts of their program. Enough professional papers have been produced by the staff to show a good degree of self-conscious reflection on and a developed articulation of their experience. Most of this staff would be good communicators and resource persons in a conference.

The physical facilities of the project are modest, to say the least. A fairly large group--fiftyish--could be handled in divided sections in a half-day tour of the Draper facilities, but there are no conference facilities at Draper. These would have to be set up in Montgomery, and presumably such arrangements are not difficult.

Siting a conference at Draper would depend on the degree to which one wished to use a significant number of their staff, and on the benefits of having at least a half-day field visit to a project that strives for quality in a physical setting that is limited and plain.

II. Educational Program:

Our experimental and demonstration project is now entering its third year. It gives inmates selected as students instruction in basic education, remedial work, and supplementary instruction. This is followed by or is concurrent with instruction in one of six occupational areas.

a. Intake:--The primary factors governing intake or selection of persons for training in our project are that the individual must be capable of parole within several months, at the most, following the completion of his training, and that initial screening test scores show him to be functioning at least at the sixth grade level. Other limiting factors include the fact that no sex offenders are allowed in--(the staff of our project does not desire this. This is a rule of the Commissioner of Corrections, of the State of Alabama.) Inasmuch as the inmates of the institution must earn two-thirds of the cost of maintaining it, there is a limit on how many persons may be drawn out of the work force. In addition to our program there is an experimental education program funded by NIMH. This is competitive for the available prisoners.

b. Prevocational Training:--The pre-vocational section (basic education, remedial, and supplementary) lasts 20 weeks, 4 hours per day. It is structured forreading and computation classes, for personal-social instruction--including etiquette, grooming, handling money, how to apply for a job, citizenship, and other items. In addition, several hours per week are reserved for academic games.

Where possible, students are given programmed course material for individual self-instruction. Courses are prescribed on the basis of the student's MAT score as converted to grade level.

Various audio-visuals are used. Programs developed by Perceptual Laboratories, St. Louis, are used with their PerceptoScope, particularly to develop speed and increased comprehension in reading. They achieve at Draper an average grade level gain in reading of two years and reach a reading speed average of 285 words per minute with full comprehension.

Complete records are kept on all students. There are frequent tests. A passing grade is 85, and achieving anything less than that requires repetition of a sequence until the grade is achieved. To this testing procedure is tied a motivator in the pre-vocational areas. Points can be earned for passing tests. A trainee can earn up to $1.00 worth every 2 weeks; any excess goes into a pool for sharing at the end of the course. The outstanding student over the 20 week haul, may earn the "outstanding student award" of $5.

A full-strength entry group is 52 students, divided into two 26-person sections. One instructor has 26 students, but is aided by several college intern helpers.

During this period various diagnostic tests are given--vocational interest, aptitude, etc.

I spent about an hour in a class working on materials projected through the PerceptoScope. Most significant to me was the confidence and control of the instructor. At the end he let it become a discussion group, and I chatted some with the group. It was a well-appearing classroom.

c. Vocational Training:--This follows on from the above, for six months. It is claimed that free choice affects most of the distribution to the limited number of skills taught (barbering, welding, bricklaying, sign painting, radio and electronics, and technical writing, and service-station mechanic attendant. The technical writing course is being dropped, for reasons of placement difficulty, not training difficulty.)

Some remedial education as needed laps over into this period. But the classroom, as opposed to the shop or lab activity, is now heavily self-instructional, using programmed materials developed at Draper. Draper puts a high premium on the motivational qualities of programmed instruction, its capacity to permit self-pacing, and to achieve uniformly high performance scores. It develops its programs and has them field-tested in 8 trade schools, 1 high school and several MDTA courses in the State. If a course can produce on the average of all who take it, a post test score of 90 or better, the course is considered good. Otherwise, it is re-written. Draper believes that the development of adequate programs has been an essential activity. They make these programs available for sale at cost to vocational schools, MDTA projects, et al. Draper feels strongly on two current problems here: (1) HEW cut their materials development budget by 28% on the continuation contract, and (2) The University of Alabama, with whom they have their printing contract, is way behind in production, holding money for pre-paid orders for various programs, but unable to deliver.

The barbers I observed looked as though they might go directly into the trade. The other shops seemed to be giving enough skill and competence to permit an individual to go into a production role at a skill level above raw entry grade. E.g., the welders seem to have a number of orders on hand to build things like pick-up auto trailers, or trailers for hauling horses, etc., to give practical problems in design, layout and construction beyond exercises. The Service station shop goes into motor tune-up, carburetion, external wiring, etc. (do not open up motors or transmissions), and staff vehicles of all those who work at the prison provide a sufficient pool to keep them up with practical work on which there is an immediate critical judge beyond the instructor. In short, the overall instruction there seemed to me, at least, to be as good quality as that I have observed in what are considered to be good institutional or OJT projects.

Not so incidentally, Draper has drawn up a list of the materials, shop equipment, machines, or other items, that various industries have donated to augment the practical training tools and materials. They have achieved good support here.

d. Classroom Facilities:--These are no educational architect's dream of proper space, light, ventilation, etc. An inexpensive, highly functional set-up has been provided for self-instructional study of programs. Open booths at tables around a wall and down the center of a room, each with perforated side shields (so that the whole setup resembles a telephone booth center), seem to give sufficient privacy and quiet to permit several dozen individuals to work in a small room at one time.

III. Programmed Instruction Development:

Allusion was made to this in (II), above. The point to stress here is Draper's philosophy that self-instruction is highly important for motivation and performance achievement, and on the vocational side that there is a sufficient dearth of good programs to necessitate a built-in activity to create them. Dr. McKee, the Project Director, is convinced that regardless of the sophistication of the hardware (they have some advanced devices there, and perhaps the wave of the future will be a computer bank somewhere to plug into) the heart of the matter is the quality of the program.

Programmed instruction is the heart of the NIMH project at Draper, which antedates our MDTA E&D project by several years. Some 375 programmed courses from commercial sources are offered there and they run a wide gamut from English grammar to Russian language. Seventy inmates have achieved the G.E.D. through this program (one I heard of did it in one year beginning with an 8th grade performance capability). Nine of these graduates are now in college or universities in Alabama or surrounding states--one to graduate this spring with an A.B. and another a Phi Beta Kappa candidate.

But in theory mastery related to trade skills, they have felt a strong necessity to create. Early staff papers stress a theory of programming called "Mathetics." I do not think they stress this so much by name anymore, which is probably good. The name itself is a piece of jargon that does not communicate anything by itself. As I read the papers there is a theory here which yields some principles of judgment in approach to programming whose theories are eclectic and utlimately controlled by pragmatic results, rather than hard and fast guidelines. I spent some time with the person in charge of developing and testing programs at Draper and was impressed with the practical, non-ideological approach.

I think Draper has been justified in this effort and should be helped (by restoring if possible the materials budget cuts) to fill out the courses yet needed in the occupations in which they train. Hopefully, HEW will take an interest in assisting the dissemination of these materials beyond the network Draper has developed, will look into stimulation of the development of programmed materials for vocational education courses beyond the range in which Draper develops, and ultimately, I should think, seek to encourage private commercial publication.

IV. Counseling:

Counseling is a continuing activity from the student's entry into the program, through its course and in follow-up after placement, the latter largely through or in conjunction with the parole officer in charge, and--as it develops--through the community sponsorship program.

Counseling is primarily individual, on specific problems, except as a class instructor, in group discussions on the pre-vocational side, may deal with personal and social habits, etc. The instructors frequently engage in and have opportunities for what passes for counseling in some other group situations. "Guided group interaction" as practiced at Highfields, Essexfields, and elsewhere, is under consideration at Draper.

Counselees may be self-referred, or be referred by instructors to the counselors. The range of problems is wide--from vocational counseling, motivational and attitudinal problems, and personal problems to fears of some about to finish up that someone in the "solid convict" group will try to "spoil" them before they can claim their parole and move out.

Severe cases are referred to the project's consulting clinical psychologist for psychometrics and personal interview. All background records of the prison classification office are available. The program has the appearance of prompt and close individual attention and good cooperation between counselors and the rest of the staff.

The relationship between counseling within the training program and the Warden's personal activity in a counseling attack on the "convict sub-culture" will be discussed under the latter heading below.

V. Placement and Community Sponsorship Program:

The choice of training occupations has been made in consultation with the Employment Service and has been judged to be in conformity to job needs in the State. Allegedly job placement has not been a difficulty, except with technical writing, which is being dropped. But all trainees have been placed, a high percentage in training related jobs.

Placement of this population has other considerations than in a normal trainee group. The desire or necessity to place a trainee in the locale of his family or friends--or in other cases the necessity to get him away from that, must be accounted for. The willingness and/or the ability of a parole officer to add to a current load becomes a factor. The capacity to develop an effective community sponsorship program in a given community will affect placement.

The placement staff was on the road during the time of my visit, so I consulted with none of them, but allegedly a number of employers in different communities in Alabama have responded well. The public relations seem to have been managed well.

The Community sponsorship program is just getting under way in Jefferson

County (Birmingham) where definite structure and detailed procedures have been developed. There, the Jefferson County Mental Health Association is the local coordinator. It will coordinate various interested agencies (churches, civic clubs, unions, trade associations, other), arrange for their orientation program at the prison, and then arrange for supervision of the choice of an individual sponsor acceptable to the parole officer and parole board to work at the local level. Help of a journeyman craftsman on the job, medical and social service needs, a home or family program, and other supportive services as needed are to be monitored and provided. A detailed plan of how this is to work has been developed on paper and allegedly is starting to function well in Birmingham.

Draper hopes to extend this and also through the Rehabilitation Research Foundation (the group through whom we contract to run our E. and D. project) to get a "half-way" house developed as a further link in the chain of easing these people into the free world successfully.

VI. Staff:

Time was scheduled to give a reasonably generous period to discuss matters with most of the key people on the staff (cf. list attached at end of report). I was impressed that the staff has remained almost entirely intact since the beginning of the project two years ago. I inferred (did not actually verify) that instructors in pre-voc. may be paid more than they would get in the public school system, but even so, there is evidence of attachment based on commitment to the cause and to a well-directed staff. The principal turn-over is built-in. This is with the college interns who change, by design, on a semester basis.

Staff meetings are regular and are structured. They are currently in a new exercise of rethinking and recording the role of each in articulation with all others. They have a drive for success, a spirit of cause. I think that such are essential to elan in any staff and accomplish more than any management theory per se ever does. They have a theory they are working on "Management by Objectives" but the quality of the top leadership is what will most likely bring it to life.

Orientation and detail of duties of the college interns have been well structured, and the responsibilities reduced to print. Cursory observation suggests that they get good supervision but, at the same time, have independent responsibilities. These students are paid $330 per month and get practicum credit at their universities. They live nearby in a co-op house.

VII. General:

I believe that this project has demonstrated that it can train competently and place its trainees in the occupational skills it has chosen. There is no reason to believe they could not do it with more individuals in more occupations. The limits are prison economics. In this sense Draper can be generalized.

Sooner or later, however, for good or ill, such programs will be measured in both economic and humanitarian terms by the degree to which they cut fairly sharply into recidivism rates. Therefore, we should help all we can to structure some way to get evaluation of the causes and what may be involved in further strategy to work on those of their trainees who don't make it, or institute preventive strategies for future trainees.

Two-thirds or more of Draper's total population have been in correctional institutions two or more times. That is, most have already been recidivists. I understand that this is a general characteristic of prisons and that the rate is often higher. This condition dramatizes the concept that alleges that there is a "criminal sub-culture" oriented to a value-system that transmits itself and breeds a continuation in criminal behavior. The concept appears to be widely accepted, and if true, must have an attack that is integrated with, or at least runs parallel to, an occupational training program, if recidivism is to be cut.

Here, Draper is especially interesting. It appears on the surface to run a parallel program of attack in many respects. There is not complete disjunction between what the Warden does on a personal basis, and what the training program does, but the degree of integration or mutual support is ambiguous and unevaluated at present. Perhaps this is necessarily so at this stage of the game. But a recidivist study should be alert to look for insight into this.

Some argument is also adduced here for considering commitment to a five year program. Draper is going into its third year. Its present recidivist rate (on trainees graduated) is approximately 20%. They think they need three years to get a sufficiently accurate reading (note: Rikers Island thought 24 months was an adequate cut-off point but the two situations may not be comparable). It may take a good bit of lead time in this third year to get a good study of their recidivists going. This should be followed through. It may also be desirable to have the demonstration of success in a sufficiently long time block to overbalance the disaster that is probably in some training program sometime in correctional institutions, when a paroled trainee commits a crime of serious proportions.

VIII. Attack on the Convict Sub-culture at Draper:

The parallel, but not completely independent programs addressed to this at Draper, are the training program in our E and D project, and the individual therapy of the Warden. It should be noted that our program enjoys the complete support and encouragement of the Warden. It is supported by the Commissioner of Corrections of the State, and relations are excellent with the Parole Board. If such conditions did not obtain, a training program would not work either here or elsewhere.

The attack that the training program makes on a prisoner's value system and cultural set must be considered to be subtle and indirect, compared to the Warden's program. Prisoners whose life history has been one of defeat and failure (a common tattoo is "Born to Lose") experience academic success and reinforcement and presumably this has an effect toward positive change. Letters from paroled trainees show that one or more individual staff members, or instructors, or counselor, or even a college intern has been the catalyst which caused the inmate to get a little faith and hope and put out the extra effort required to make the grade. One could easily suggest other real but intangible qualities of the school-training project that help: its spirit of firm helpfulness, its exhibition within the prison of a microcosm of a good society, and more.

Warden and staff consult frequently. All agree that there is more to rehabilitation than occupational competence. Otherwise a good man with a welding torch might just become a better safe-cracker. But the primary business of the school has been to run a good school. If the individual counseling is supplemented by experiment in guided group interaction, some of the warden's ideas may have a more direct application, substituting peer-group control for his individualistic approach.

The Warden has a developing but coherent philosophy and a technique of practicing which, I should be inclined to think at this stage, is a personal art. He permitted my presence while he had extended sessions with two different individuals. One had not yet made the first step in breaking with his past behavior. The other individual had crossed the line of intended commitment to "free" world standards but was getting it reinforced and developed in verbalization.

The warden attempts to identify the convict leadership, and literally attack them one by one. The theory is that if this cadre is broken and brought over, those with less leadership strength and the "adapters" will simply become more amenable to constructive influences like the school and, not least, to the reforming missionary zeal of the converted leader.

The Warden sees the convict sub-culture to have a strong moral code, with loyalties to a defined set of principles, and altogether with many aspects of a character structure we would consider good, if oriented to different ends. Therefore the name of the game is to get a "conversion" to those different ends. The word "conversion" occurs frequently in the Warden's speech. It has an old-fashioned religious meaning of change of heart or commitment by faith (or as he might say to an individual "why don't you make a gamble with me?") to a different way.

The Warden is not a philosopher, nor by professional training a psychologist or psychiatrist. His idiom of expression is at times theological, Freudian, and behaviorist. In trying to understand him I do not think one should be diverted by this into dismissal as a superficial eclectic. (A possible danger in a well-meaning and generally good article in THINK was that it can breed professional jealousy or irrelevant controversy). The Warden is no ideologue. He is eclectic, but uncluttered. He is still developing and experimenting, holding himself closely to the empirical test of experience. I believe that if he is observed more closely and engaged in more extended dialogue, someone else might structure his philosophy better than he can. This is no criticism--creators are seldom their own best interpreters.

He mingles with his prisoners, encourages the custodial staff to engage, and from this activity and observation get a line on who the leaders are--more often than not, not the most extroverted and conspicuous persons in a group. When he selects one of these he pursues him doggedly. Selection does not seem to be systematic. It seems to depend on the intrigue of the challenge presented, perhaps to a situation of trouble or disturbance that brought an individual to focus (in this sense squeaking wheels get the most grease), or to circumstances which give unique possibilities to manipulate an individual's environment. He never has time for more than a few, and each individual then takes a lot of time, and the warden does have other things to do. He shrugs this off to the circumstances which require him to do what he can and to quit when he is tired.

The first step is to bear down on the conversion theme. Break with the convict values. "Never inform (rat) on a brother" is a cardinal rule. "Inform to help" is the directly confronting substitute. There is great stress in this on personal decision and responsibility ("you alone can and must make the decision if you want to get outside and stay there"). In one instance I observed, the Warden had seized on a situation in which the inmate had been dismissed from a class by an instructor for bad behavior. This normally brings automatic assignment to a work crew on the farm or some other labor. After clearance with the instructor who would give a second chance, the Warden offered the chance to the prisoner but with a condition that he make an act that would show to all and sundry that he had started to play the warden's game. The prisoner didn't give in this instance, but the option was left open, and now that Billy has been taken on, pressure will be sustained. Some pressure point is always searched out in which the prisoner has an ambivalence or a potential weak chink to get into the conversion pitch that the prisoner can change and that someone else can help him if he decides to. The broad assumption underlies this that however small there is a spark of desire that can be fanned into hope and belief. Incidentally, the Warden thinks that there are far fewer so-called "Psychopathic personalities" than are generally assigned. These are not leaders. They are just as untrustworthy to the convict culture as they are to the outside.

The Warden emphasizes making some act or change of behavior. Here the behavioral emphasis is strong that actions influence thought patterns at least as much as the other way around, and maybe in this culture more so. "Don't say you want to be good--do something, this specific concrete step."

As a series of these builds up, there is a development of a positive transference of prisoner to Warden in which the Warden becomes literally the "father." This is verbalized and accepted by both. In this development, the Warden trusts and is trusted. Slips are disciplined and more intense effort follows. The Warden aims to be a dominant male model, who gives firm, but fair guidelines, to be a father but not a grandfather, to build a pattern of behavior without getting the "hat put on himself."

The Warden admits the dangers inherent in this and in latter stages exposes himself and his judgment to considerable personal risks in the trust he will give. At this point a Freudian might wonder how and when the negative transference sets in and how this is managed and worked through to independence. Apparently the Warden is uncluttered with this. He has stressed personal responsibility and decision, he has tried to weld a man-to-man relationship into the father transference, and he trusts time and other supportive influences of school, instructors, and persons outside to modulate the therapy of growth. The Warden began this business about four years ago and one can only say that thus far he has a string of notable successes, no obvious failures, and evidence from college success, marriages and family development of apparent stability, and other, that independence and other attachments have grown. One letter to him was interesting, saying in effect: "I enjoyed doing things for you. I enjoy it even more doing it for myself."

However unorthodox, there is something here meriting attention to understand, for we could be called upon to explain, if not defend, it on some occasion. If, as I sense, there is something of a coherence here that it would be useful to have a more detailed articulation of, it is in the art of practice that I believe the mystique of success may lie. This would have to be observed for some time, and then would not be easily teachable or transferable.

The Warden can dominate an interview, and yet elicit response. He can use humor, cajoling, relaxation, and then slam in with a jolting arraignment, that puts a psychic blowtorch to an individual. The change of pace, the timing of pauses and quick uptakes in what is always a highly directive situation is most intriquing to behold. He is the Warden and this role of practically absolute authority is not to be discounted and it permits him many manipulations, yet one has the sense that this is matched and at times dominated by his sheer force of personality, and confidant control as just another individual. He claims to be able to listen a little bit to their idiom and survey tattoo patterns and be able to type individuals and tell them things about their experiences and behavior that they did not think anyone else knew. As I witnessed, his language is not always of the parlor but he is not talking down. He converses with them in their language, not just their words. He seems to communicate empathy even in severe and lacerating judgments (You never have given anybody anything in your whole life--you have always been a taker. All you know is taking from people, including your poor mother who sends you money . . . you're not ready to get out of here now--you would crawl right back into the bottle wouldn't you. . . why don't you start giving something, Billy, like those long, black curly locks you think so much of, to a good haircut. I can make you do it Billy, but I don't. You have to decide to give something for a change. I want to see you freely give something. . . What are you afraid of. . . why not gamble with me Billy (And yet in this episode in which Billy was given other uppercuts, Billy was free to and did talk back; he laughed at a pointed caricature of himself, and he left in an amiable, casual atmosphere).

I would not have any idea of what experiences lie behind this expertise. The Warden is a strong personality. He is highly confident. He has a mission of great proportions to convert convicts ("My ideal is a prison where on entering a man has two choices--to try to escape or change.") I hope he has the combination of nurture and good fortune, so that there can be a fair assessment and extraction of what he has to offer.

Persons Contacted at the Draper Project

The following individuals are ones with whom I spent some extended time. I chatted casually with other instructors, interns, and some trainees but did not record their names.

Earl Pippin, Member of the Advisory Board of the Project

A. Frank Lee, Commissioner of Corrections of the State of Alabama (at his office at Kilby Prison)

Dr. John McKee	Project Director
Mrs. Donna Seay	Program Director
John Watkins	Warden of Draper
Fred Phillips	Personnel Administration and Utilization Developer
Anne Adams	Historian
Paul Cayton	Chief Counselor
Martha Terry	Chief of Programming Development and Field Testing
Malon Graham	Head of Basic Ed. Instruction
Benjamin Franklin	Instructor-supervisor in the NIMH Project

Appendix B

Recidivist Questionnaires

RECIDIVIST STUDY QUESTIONNAIRE

RECIDIVIST

Date ____________________

Name of Recidivist ______________________________ Address ______________________________

Circle YES by any of the problems listed below that you had while on release.

Circle NO if you did not have any of these problems.

Answer other questions in space provided.

YES NO 1. Were you accepted by your family?

YES NO 2. Did you and your wife get along together?

YES NO 3. Did you feel that people did not want you back?

YES NO 4. Did you learn bad habits inside prison that were hard to quit?

YES NO 5. Did you stay away from "troublemakers" and "trouble places"?

YES NO 6. Were you able to get medical or dental treatment if needed?

YES NO 7. Did you feel ill-at-ease among customers and other people with whom you came in contact?

YES NO 8. Did you have a drinking problem?

YES NO 9. Did you make frequent out-of-town visits to friends or relatives?

YES NO 10. Do you feel that your parole officer was fair with you?

YES NO 11. Do you feel that your being back in prison is a "hummer"?

YES NO 12. Do you feel that your parole requirements were fair or reasonable?

13. Rank the following in order (1,2,3,etc.) which you feel cause prison releasees and parolees to return to prison:

____________ Women

____________ Drinking

____________ Wanting to return to prison

____________ Not being able to get along with employers

________ Running around with the wrong people

________ Automobile

________ "Pills"

________ Going to the wrong places

________ Money problems

________ Not being able to get along with fellow workers

________ Family problems

____

____

____

14. How many times have you been in prison or jail before? __________

15. Did you attend church while out of prison? ____Yes ____No

16. Upon your next release, which would you prefer? ________Parole or

________Completed sentence

17. How did you spend your leisure (spare) time?

________Reading

________Sports (specify activities)
(bowling, skating, spectator, etc.) ______________________

____

____

____

____

____

________Watching television

________Movies

________Dating

________Attending church

________Talking with "old" friends

________Talking with "new" friends

________Hobbies (specify) ______________________________

________Stay by myself most of the time

________Other (specify) ______________________________

YES NO 18. Were you able to meet the expectations of your employer?

YES NO 19. Did you get along with your employer?

YES NO 20. Did you get along with customers?

YES NO 21. Did you get along with fellow workers?

YES NO 22. Did you advance in your job?

YES NO 23. Were most of your working hours in the day time?

YES NO 24. Did you feel that you were "overworked" on your job?

YES NO 25. Did you think that you were underpaid considering the work that you did?

YES NO 26. Did you like your work?

YES NO 27. Was your salary sufficient for your necessities?

YES NO 28. Were you able to buy needed tools and equipment for your work?

YES NO 29. Did you help support your mother father, brothers, sisters?

YES NO 30. Did you support your wife and children?

31. How many dependents did you support? ______

YES NO 32. Were you able to manage your money from one payday to the next?

YES NO 33. Did you make debts you could not pay?

YES NO 34. Were you able to get credit when needed?

35. How much was your indebtedness at the time you returned to prison?

_____ Less than $50

_____ Between $50 and $100

_____ Between $100 and $200

_____ Between $200 and $500

_____ More than $500

YES NO 36. Were you able to save any money?

YES NO 37. Did you establish a checking account in a bank?

YES NO 38. What was your average weekly salary? $____________

39. What was the total amount of time you worked before you "messed up"?

_______ months

_______ weeks

_______ days

40. How many jobs did you hold before you "messed up"?

YES NO 41. Did you receive relocation money upon release from Draper?

If yes, how much? $____________

42. How much money did you allow per week for each of the following?

Room $____________
Food $____________
Clothing $____________ Describe ____________
Savings $____________ ____________
Entertainment $____________ ____________
Other $____________ ____________

43. How would you rate the training you received at Draper?

____________ Very helpful

____________ Helpful

____________ Of some help but not too much

____________ No help at all

YES NO 44. Do you feel you need more training and education? If yes, please explain.

45. If you added up all your wages on jobs you held while you were free what would the total be?

____

RECIDIVISM STUDY QUESTIONNAIRE

PAROLE SUPERVISOR

Date ______________________

Recidivist ________________________ * Supervisor ________________________
Prison No. _____________ * Address ________________________
Location ________________________ * ________________________

1. How many months was he under your supervision? ________________

   Comments ____

2. Did he report to you on initial release as required by parole regulations?

   Yes ______ No ______

   Did he make subsequent reports as required? Yes ______ No ______

   Comments ____

3. Did he ever voluntarily contact you? Yes ____ No ____

   If Yes, why? ____

   ____

   ____

4. If he did any of the following, did he ask your permission or notify you?

   Marry Yes ____ No ____
   Change residence Yes ____ No ____
   Change jobs Yes ____ No ____
   Buy a car Yes ____ No ____
   Leave parole jurisdiction Yes ____ No ____

   If others which required your permission, please list below:

   ______________________________ ______________________________

   ______________________________ ______________________________

5. Did he attempt to borrow money from you or others? Yes _____ No _____

If yes, what reasons did he give? ______________________________

6. Assuming that his salary was adequate, did he appear to live within his income?

Yes _____ No _____

Comments ______________________________

7. Did his employer ever complain to you about:

Absenteeism?	Yes _____	No _____
Punctuality?	Yes _____	No _____
Performance on job?	Yes _____	No _____
Relations with employer?	Yes _____	No _____
Relations with employee?	Yes _____	No _____
Personal appearance?	Yes _____	No _____
Drinking on the job?	Yes _____	No _____
General attitude?	Yes _____	No _____

Visits or calls from friends or family which hindered work of employee?

Yes _____ No _____

Others (please specify):

______________________________ ______________________________

______________________________ ______________________________

Comments ______________________________

____

8. Do you feel that he really tried to meet the conditions of parole?

Yes _____ No _____

9. If you feel that there were circumstances beyond his control which led to revocation, please comment: ______________________________

____

____

10. Was there a series of events or incidents which culminated in his being returned to prison? Yes _____ No _____

If yes, what were they? ____

____

____

RECIDIVISM STUDY QUESTIONNAIRE

EMPLOYER

Date ______________________

Employee's name ______________________

Employer's name ______________________

Firm ______________________ Address ______________________

Please circle either YES or NO

YES NO 1. Did the employee possess the necessary skills to effectively perform his job?

YES NO 2. Did the employee willingly accept rules and regulations?

YES NO 3. Did the employee accept constructive criticism?

YES NO 4. Was the employee willing to improve his skills?

YES NO 5. Did fellow employees and/or customers know that he was an ex-prisoner?

YES NO 6. If so, did it make any differences?

YES NO 7. Did the employee dress suitably?

YES NO 8. Was he neat?

YES NO 9. Did he appear to be in good health?

YES NO 10. Did his friends visit or call him too often on the job?

YES NO 11. Did he ever report to work while under the influence of alcohol?

YES NO 12. Did personal problems affect his performance?

YES NO 13. Did anything give you reason to doubt his integrity?

YES NO 14. Would you be willing to hire him again?

CHECK ONE

1. How often was he absent from work? Never_____ Seldom _____ Occasionally _____ Frequently _____

2. How often was he late to work? Never _____ Seldom _____ Occasionally _____

3. Did his work improve? None ____ Slightly ____ Moderately ____ Greatly ____

4. In general, how would you rank the relationships between the employee and the following:

   A. The employer Satisfactory ____ Unsatisfactory ____
   B. The customers Satisfactory ____ Unsatisfactory ____
   C. The fellow workers Satisfactory ____ Unsatisfactory ____

5. Do you believe the employee wanted to succeed? Yes ____ No ____ Undecided ____

6. Did he seem to have difficulty in managing his money? Yes ____ No ____ Undecided ____

7. How would you rank the employee's work performance? Below par ____ Satisfactory ____ Above average ____ Superior ____

8. How many hours did he work each week?
   Under 20 hours ____
   21 - 30 hours ____
   31 - 40 hours ____
   Over 40 hours ____

9. What was the employee's average weekly salary?
   Under $50 ____
   $ 51 -$ 75 ____
   $ 76 -$100 ____
   over -$100 ____

RANK THE EMPLOYEE WITH RELATION TO THE FOLLOWING PERSONALITY TRAITS:

PERSONALITY TRAITS	5	4	3	2	1
INDUSTRY, ENERGY. Energy is application to school duties day by day.	Usually indifferent	Sometimes lazy.	Average in industriousness.	Hard worker; willing to do more than assigned.	Exceptionally diligent, eager to do more than assigned.
RELATIONS WITH OTHERS. Helpfulness and cooperativeness with associates and superiors in manner and act	Surly, troublesome indifferent.	Sometimes difficult to work with.	Usually tactful and obliging; self-control	Always congenial and cooperative.	Highly cooperative; inspires cooperation.
EMOTIONAL STABILITY. Ability to control emotions.	Loses his head easily.	Apathetic; unresponsive.	Usually well controlled	Balance of responsiveness and control.	Notable and unusual control of emotions.
LEADERSHIP. Ability to get others to cooperate.	Unable to lead.	Not usually a leader.	Sometimes displays leadership.	Leads well under most circumstances.	Displays marked ability to make things go.
APPEARANCE. Such factors as cleaniness of clothing and person including care of hair, teeth, nails, etc.	Untidy carelessly dressed.	Clean, but careless of appearance and grooming.	Average in grooming and dress.	Neat dress well groomed.	Outstanding in taste and care.
ABILITY TO LEARN. Ease in learning new methods, adapting to new situations, tasks.	Unable to learn.	Learns slowly.	Average rate of adaptation.	Above average in capacity.	Outstanding in mental ability and alertness.
DEPENDABILITY. Faithfully carries out assignments. Bears full share of responsibility.	Needs constant watching.	Sometimes unreliable.	Responsible but needs some directions.	Very dependable; needs no discipline.	Thoroughly dependable, trustworthy.
PUNCTUALITY.	Always tardy.	Seldom on time.	On time but needs some prodding.	On time most of the time.	Always on time.
WORKMANSHIP. Skill of student in use of tools.	Sloppy	Many mistakes	Some mistakes	Good	Exceptionally Clean

Remarks:

Appendix C

Qualifications of New Staff Members

and

Other Project Activities

Qualifications of New Staff Members

Follow-up Counselor, John Nagle. B.S. in Education, Union University, Jackson, Tennessee. Minor in Social Studies. Special training: education, secondary school, George Peabody, Nashville, Tennessee. Three years teaching experience included coaching duties; one year experience in insurance business; three and one-half years experience as an accountant; two years experience as salesman. Voluntary work experience includes 28 months experience in conducting training courses and organizational work for Boy Scouts of America.

College Corpsman, Willam M. McClellan. Junior, University of Alabama, majoring in chemistry and physics, minoring in mathematics. Three months experience as research assistant for University of Alabama Hospital Clinical Services; part-time work as computer programmer for University of Alabama Computer Center while attending college.

College Corpsman, Ed Hawley. Senior, University of Alabama, majoring in sociology and minoring in psychology. Previous work experience includes four months as manager of minature golf course, three months as copy boy for newspaper, and three months as salesman for a book shop.

Basic Education Instructor, A. B. Hester. B. S. in finance, University of Alabama. Attended law school and graduate school, University of Alabama. Two years experience as garment plant manager; one years experience as manufacturer's representative for garment corporation; one years experience as accountant for construction company; six months experience as internal auditor for insurance company.

Qualifications of New Staff Members continued

Electrical Appliance Repair Instructor, J. D. Kilgore. High School Graduate. One and one-half years, Alabama Christian College, Montgomery; presently attending. Nine years experience of self-employment in the trade; 18 months experience teaching in U. S. Navy; six years in Navy. Attended numerous schools for repair of General Electric, Frigidaire, Philco, and RCA equipment.

Other Visitors

Visitors (not included in the body of the report) during this reporting period included the following:

Dr. Levi Watkins, President of Alabama State Teachers College, Montgomery, Alabama. Advisory Committee Member.

Gary Hill, National Coordinator, Penitentiary Chapters, U. S. Jaycees, Lincoln, Nebraska.

Dr. Sherman Raffel, Clinical Psychologist, Birmingham, Alabama.

Jerome F. Klein, Project Director; James G. Hendricks, Deputy Director; Mrs. Ardenia Johnson, Counselor; and French Greene, Historian; MACTAD Project, Mobile, Alabama.

Al Vreeland, Prentis Wilson, and four college corps applicants from the University of Alabama.

Dr. and Mrs. W. F. Pledger, Centenary College of Shreveport Louisiana.

Dr. Ray Swords, and three college corps applicants, Abraham Baldwin Agricultural College, Tifton, Georgia.

W. Vincent Payne, Director, and Silas Kennedy, Jr., Job Developer, Research and Retraining Program, Tuskegee Institute.

Jim Ramage, Charles Beverly, Dale Peterson, Dr. Ronald Hamby, and Charles Ford, Family Guidance Center, Montgomery.

Mrs. Thelma Curry, Computer Center, Anniston City Schools.

Earnest D. Riggsby, Project Coordinator, and Melvin Knight and Daniel Morrison, Southeast Alabama Educational Media Project, Troy State College, Troy.

Marvin Warren, Jr. and Stanhope Frazier, Dallas County Board of Education, Selma.

Mrs. McDaniel and 46 Auburn University students.

Frank Griffin, former Technical Writing Trainee, and family.

R. R. Miree and J. Lemon, Birmingham Jaycees (first Community Sponsorship Agency representatives - Tour and Orientation)

Other Staff Activities

December 16	The Program Director and Job Placement Officer attended a conference on Bonding of released inmates in Washington, D. C.
January 3	Presentation of "The Draper Project" to Wetumpka Rotary Club by Job Development and Placement Officer.
January 6	Submitted "Socialization Materials Project for Successful Employment of Youthful Offenders" proposal to Office of Juvenile Delinquency and Youth Development.
January 6	Outstanding Student Award revised. Refer to new plan in this Appendix.
January 18-20	The Program Director, who is a member of the Board of Directors for the new Manpower Training Association as well as its president, attended a Board of Directors meeting for the new Association in Washington, D. C.
January 27-28	Presentation on Counseling and Guidance by Project Director at a Conference on Corrections, sponsored by P-A-C-E, Inc., Indianapolis, Indiana. This paper is included in Appendix D. and will be included in a future report.
January 27	The Project Director, Program Director, Supervisor of Counseling and Evaluation, Public Information Coordinator, and Historian met to plan Basic Education Workshop for MDT personnel from states in Region IV.
February 6	Project Director addressed teachers of the Enterprise, Alabama, City Schools. Outline of his presentation is included in this Appendix. On the same evening, Dr. McKee gave a slide presentation and talk to the Dalraida Methodist Church Men's Club (Montgomery). The Job Development and Placement Officer assisted him.

Outline of Speech to

ENTERPRISE CITY SCHOOLS 2/6/67

I. BACKGROUND

A. Brief history of Draper E&D projects

1. Characteristics of offender--school dropout; dislike for teachers, books; low span of attention; dislike of authority
2. Task of prisons is to rehabilitate as well as confine

B. NIMH

1. How it began
2. Use of programmed instruction
3. Data

   350 P. I. courses - from literacy education through GED and college preparatory. One grade gain for every four months of P. I.

C. MDTA

1. Spin off from NIMH
2. Why vocational training
3. Fact Sheet

D. Slide presentation

E. Conclusion

1. NIMH Fact Sheet

[illegible]

[illegible]

2. Implications for public education
    a. Individualizing instruction: diagnosis - prescription - feedback - evaluation - multi-media
    b. Motivation - "Nothing succeeds like success" - goals clear - frequent reinforcements - prevention of dropouts and future delinquency

BIRMINGHAM POST-HERALD — Tuesday, February 21, 1967

Post-Herald
Women's Pages
Edited by Floy Seals

Dr. McKee To Address Dinner Meet

Dr. John McKee, director of the Rehabilitation Research Foundation at Draper Prison in Elmore, will be guest speaker tonight at the night group meeting of the Birmingham Branch, American Association of University Women.

The dinner meeting begins at 6 p.m. at Highland Terrace Garden. Miss Letitia Arant, program chairman, will introduce the speaker.

Dr. McKee is the author of numerous publications dealing with all phases of rehabilitation, correctional, training and education program, and has contributed many articles to various bulletins and journals.

Reservations for the dinner may be made with Mrs. Pat Maynard King or Mrs. George R. Adams. Greeting members and guests will be Mrs. Emmett F. Blankenship, hospitality chairman, Mrs. Paul J.

Sunday, February 19, 1967 The Birmingham News

Rehabilitation expert to address night group

DR. JOHN W. McKEE

The Night Group of the American Association of University Women will have Dr. John M. McKee of Elmore, director of the Rehabilitation Research Foundation at Draper Prison, as speaker for its dinner meeting Tuesday.

Reservations for the 6 p.m. meeting at Highland Terrace Garden may be made with Mrs. Pat Maynard King or Mrs. George R. Adams.

HIGHLIGHT of the business session will be the presentation of nominees for offices for the coming year. Mrs. G. D. Harris, Night Group chairman, will introduce the nominees.

Mrs. Emmett F. Blankenship, hospitality chairman, will greet members and guests. Assisting her will be Mrs. Paul J. Sharbel and Mrs. Jim M. Kilpatrick.

Miss Letitia Arant, program chairman, will introduce Dr. McKee. Director of the Rehabilitation Research Foundation since 1965, Dr. McKee is a graduate of Emory University and obtained his doctorate from the University of Tennessee.

DR. McKEE is a member of the Governor's Planning Committee on Mental Retardation and a member of the board of the Montgomery Association for Retarded Children and the state board for Retarded Children. He is a past president of the Alabama Psychological Association.

The Rehabilitation Research Foundation, of which he is director, consists of 40 well-trained and experienced staff members including psychologists, counselors and educators who are currently engaged in experimental projects in academic and vocational education at Draper Prison.

Wednesday, February 22, 1967

The Birmingham News
For and about Women

Rehabilitation sends inmates to school, jobs

BY SUSAN DONOHO
News staff writer

"I think we are going to win the battle," Dr. John M. McKee of Elmore told the Night Group of the American Association of University Women in an address Tuesday at Highland Terrace Garden.

Dr. McKee was speaking on the success of the Rehabilitation Research Foundatiion, of which he is director, at Draper Prison in Elmore.

"THE DATA IS telling," Dr. McKee remarked in speaking of the accomplishments of the program in reducing the number of repeaters.

"We are concerned with demonstration and experimental work in three areas contributing to rehabilitation," Dr. McKee explained. These areas are academic proficiency, vocational training and personal—social skill development.

Academic proficiences includes instruction on every level of education from literacy to college preparatory. It includes placing inmates in colleges or preparing them for the General Education Development Test, the equivalent of a high school diploma.

"WE NOW HAVE eight in colleges," Dr. McKee said with pride. The Foundation approach in this area is "programmed instruction."

"We are now able to show a gain of one grade for every 150 hours of instruction with programmed instruction," Dr. McKee said.

Applying this same programmed approach to vocational training is one of the experimental features of the Rehabilitation Foundation. Vocational training includes placing inmates in jobs after they are released and providing "follow-up" counselors for them.

AN EXPERIMENTAL feature of the educational program, both academic and vocational, is "the use of college boys to assist in the education program." These are called the "college corps" men and are more readily accepted by the inmates than a teacher.

Success of the educational program is illustrated by the fact that "26 men have waived parole to finish a course." Others have asked for transfers to Draper to participate in the Rehabilitation program.

Graduation ceremonies are held each six months, and certificates for vocational and academic achievement presented to inmates.

IN THE AREA of personal-social skill development the Foundation concentrates on "attitude change," Dr. McKee said. "We hope to change an attitude of irresponsibility to one of responsibility," he said. said.

A "follow-up" program is an important part of the Foundation's work. In Birmingham there is a community sponsorship program, which places an inmate in a job when he is released and provides a sponsor for him in the same profession. This sponsor is a "good citizen and a good friend to him."

Future plans for the Rehabilitation Foundation include a projected "Half Way House," which will be like a boarding house for former inmates for six months after their release, but will provide counseling for the releases until they are adjusted to their new role in society.

Appendix D

Counseling and Guidance
in a
Correctional Vocational Training Program

John M. McKee, Ph.D.

COUNSELING AND GUIDANCE IN A CORRECTIONAL VOCATIONAL TRAINING PROGRAM*

John M. McKee, Ph.D.
Draper Correctional Center
Elmore, Alabama

In a prison one will frequently find psychological services, including counseling and guidance, as appendages--services apart from custodial functions, matters of discipline and population control. Thus, the social worker, the psychologist, the psychiatrist, and counselor--the so-called treatment-team--are relatively isolated, usually like the prison chaplain. Only the presence of the chaplain is well accepted, albeit he usually is not consulted on matters central to running a prison. But the treatment team doesn't take a passive role, and oftentimes they are at war with the custodial force. The treatment people think custody people are a callous bunch of slow learners. The custodial force believes the treatment people to be an impractical group of sentimental do-gooders. This polarized relationship leaves the inmate to manipulate the situation to his own advantage, pitting one group against the other.

The problem sometimes revolves around the treatment team's operating in the unreal world of a treatment office--a special place where testing, counseling, and emotional litterbugging take place. The custodial force, on the other hand, does not perceive its potential for shaping the behavior of its wards. Custodial personnel frequently lack a conceptual framework to modify either their own behavior or that of the prisoner. Thus, the true purpose of corrections--recidivism reduction--lacks an integrated philosophy and an applied science--an overview of its problems, purposes, objectives, and methods for solution.

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*This paper was presented at a Conference on Corrections, sponsored by P-A-C-E, Inc., Indianapolis, Indiana, January 28, 1967

This paper will describe a counseling and guidance program that is integrated with both the operation of a prison and the operation of a behavior modification program. The setting is Draper Correctional Center, a prison for young adults in Alabama. The program is a Vocational Experimental and Demonstration (E&D) Project financed under the Manpower Development & Training Act. In this program, vocational training is viewed as one of the essential elements in the cluster of factors that bear on a man's remaining free after release from prison. Learning a trade, to be sure, is not a sine qua non for rehabilitation--for recidivism reduction. At the same time, it is recognized that 90 per cent of released prisoners lack occupational skills with which they earn their livings. The variety of service provided by most Vocational Training Projects do not include vocational orientation, counseling, job development and placement, and community follow-up. In all phases of this program, counseling plays an important role in helping inmates change attitudes and behaviors, acquire confidence, and reconcile conflict.

In our philosophy, the most meaningful context for counseling is a natural setting, such as in training for a job or actually on a job. Thus, the instructor, the front-line man, bears the brunt of counseling. He is supported by the professionally trained counselor, and, in turn, the counselor is supported by the clinician. Finally, the total training program is backstopped by the administration of the correctional institution. The Warden and his custodial force assist in timely intervention in those cases requiring some aversive controls or steps in shaping the inmate to meet the requirements of the training program.

Our applied science is reinforcement theory--a learning theory that presents a simple conceptual framework of how people learn and how behavior is shaped. The first principle of this theory holds that responses are learned because they are followed by certain consequences. The consequences that are found to strengthen responses are called reinforcers. Most behavior shaping in correctional institutions is done by the principle of negative reinforcement (punishment) rather than positive reinforcement (rewards). Negative reinforcement and aversive controls are particularly useful in extinguishing or preventing the occurrence of undesirable behavior in prisons, but complex behavior repertories are quite difficult to establish through the use of aversive stimuli. Positive reinforcers are much easier to come by and to employ, and one is much surer of the behavior he is shaping. When one relies greatly on negative reinforcements or punishments, he doesn't know what other kinds of behavior he may engender, such as hostility, negative attitudes and disillusionment.

Another principle of reinforcement theory is that behavior is gradually shaped through a series of basic steps, beginning with what is in the organism's repertoire and building up more complex behavior. Steps in the right direction receive positive reinforcement while those in the wrong direction oftentimes receive negative reinforcement. For example, participation in a reading improvement program is praised and gains made are recognized, while oversleeping is punished by a day on the farm. Although we work toward success and achievement, we anticipate failures. At the same time, because a man takes one step forward and two steps backwards we don't eliminate him from our training program--no more than the "free-world" does a free citizen.

Our counselors continue to work with men throughout a follow-up phase after release. Follow-up is predicated on the belief that a man is not completely self-sufficient and independent upon discharge. He is more like the mentally ill or cardiac patient who needs post-hospitalization care--he still needs treatment.

In fact, some of the best opportunities for effecting behavior change exist right after prisoners are released, when they should put into practice the behavior we have attempted to teach in our program. They are playing for keeps now, and the stakes are real. It is a matter of survival, because if a man does not succeed in free society, he will almost surely be returned to prison.

Recognizing the need for an intensive aftercare program, we have planned for a halfway house which will provide a transitional situation for releasees. It will include housing, any additional vocational, academic, and personal-social training that may be needed, as well as job placement. The follow-up will include counseling the ex-inmate as well as developing community resources which will assist him to use leisure time properly and to redirect his associations. Counseling and guidance after release are again carried out in a meaningful context--built around experiences related to his job, his associations, and his new community. They are forms of supervision, but with another ingredient: continued training and guidance--initiated in the correctional institution and extended into the community.

SPECIAL PROBLEMS

Motivation of the Inmate

How does one go about motivating the inmate to participate in a vocational training program? From the prisoner's standpoint the question can be phrased "What's in it for me?"--a perfectly fair and honest question, which even free people will ask management before they accept the company's off-time training course. The inmate at Draper Correctional Center has several payoffs with one or more applicable. For example, it may be that he sees vocational training as a way of salvaging a "messed-up" life, or as a way of making big money (welders may earn, he has discovered, up to $5.00 an hour); or he may wish to please the Warden because the latter has taken special interest in him. Or he may have always wanted to be a bricklayer, and all this training as his golden chance. Or, he may want to get out of a farm assignment--a tough job for a city boy.

There are many reinforcers--both negative and positive--to help in recruitment. But not so when the South Carolina Department of Corrections launched its MDT project a few months ago. We received an urgent telephone call from its project director asking us how we solved our recruitment problems. They needed help: Classes were open but only half filled. We learned that their program had to compete with prison industries--the former paying nothing, the latter several dollars a week. We had a brief and productive discussion of reinforcement theory and its specific application to attracting vocational students. Results: Students began earning money--not as much as they would in prison industries, but enough to compete very favorably.

Money isn't the only thing that motivates. Of 250 inmates who had received training when this paper was prepared, 25 per cent actually waived an earlier parole setup. In other words, their original parole release date came before completion of training, so they signed a waiver that kept them in prison long enough to finish courses. The average time given up was four months, but one man gave up 11!

Emotional Problems

A significant number of our trainees can be classified as having emotional or behavioral problems--so much so that they are eligible as clients of Vocational Rehabilitation. A Vocational Rehab Counselor is assigned to Draper to help inmates who qualify for the services, and, of course, the MDT project utilizes this resource.

Psychological problems can, of course, be aggravated by certain stresses, such as disturbing letters from home, beginning perhaps with "Dear John." These distractions may cause hostility and depression, etc., which are not, however, in the same class as chronic and severe neurotic traits. Whatever diagnostic and treatment services we provide must be administered quickly and intensively because of time limitations. Our classes last only 6 to 12 months. Oftentimes, the inmate needs follow-up psychiatric services after release and job placement.

It should be pointed out that here all psychological problems are viewed as being amenable to treatment and training, and as based on the same learning principles applied to all other types of behavior problems. And a final point: no one is allowed to use emotional problems as a "crutch" to excuse and explain away anti-social acts.

The "Convict Culture"

The criminal code is operative to varying degrees in all of the adult prisons in this country. The very structure, organization, and human relationships fostered in prisons allow the criminal contraculture--dubbed the "convict culture" at Draper--to exist--even to flourish. We believe that the degree to which an inmate is committed to the convict culture determines his success or failure in free society, no matter how much vocational training he has received or how well he had conformed to the expectations of the program. If he remains loyal to the criminal society and seeks the reinforcers it provides, he can hardly remain free.

Thus our training must come to grips with this very important independent variable that controls and maintains criminal behavior. Again, counseling--especially group interaction--is employed. But we rely heavily upon the Warden and his custodial personnel to negatively reinforce the wearing of the mask: conforming on one hand by saying what the treatment team and educators want to hear, but engaging in crime and duplicity outside of the training area--at night and on the weekends. Draper is noted for one special study and treatment of this problem, but time will not permit adequate handling of this topic. I refer you to various publications of Draper dealing with this topic.[1]

Employment and Development of the Training Staff

Something on the order of a "treatment community," wherein all staff members have more or less therapeutic functions, has been described. Since everybody then, is on the treatment team one should seek to employ personnel who can best fulfill the change-agent's role. Two extremes should be avoided: The "bleeding heart do-gooder" who is easily "conned," on one hand; and on the other extreme the cynic who feels that to change behavior is an impossible task and a waste of time to try. The latter really doesn't try on the job, but complains at every turn about the job's not being done. It is very difficult to change either extreme. It's like a woman's trying to change a man after marriage--a hopeless task. Most employees, of course, fall somewhere between the extremes, and require development of the skills needed to do their jobs. At Draper, the need became apparent for a program to change the viewpoints and attitudes of the staff, so that they could increase their effectiveness in working with inmates. One of the first steps was the employment of a psychologist with experience in training staff to understand the emotional and psychological problems of the trainees. The training he provided was primarily for the instructors--the front-line people in the training of prisoners. Our instructors learned how to view problems of the inmates in an objective manner without feeling defensive or personally attacked. They also learned the "how, what and when" of counseling the inmate. Most important they learned when to refer him for professional counseling.

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[1] Watkins, John C.; Lejins, Peter P.; McKee, John M.
IDENTIFICATION OF INSTITUTIONAL SUBCULTURES AND METHODS OF DEALING WITH THESE AS A PART OF THE CORRECTIONAL PROCESS
Reprinted from Proceedings of the 94th Annual Congress on Corrections of the American Correctional Association

So that all personnel will aim for the same program objectives, in-service training of the staff in the fundamental concepts and principles of supervisory and managerial practices was recently initiated. The program is called "Management by Objectives and Appraisal by Results." This approach is an effective way of applying the concept of participative management in looking at organizational objectives, plans and programs. Personnel must plan and determine objectives for a given period of time and state these goals in specific, measurable terms.

The application of management by objectives to correctional rehabilitation work is exciting, yet disturbing. If put into practice, many correctional programs will have to be scrubbed for lack of results, even though we've been engaging in them for many years. (Much counseling and social work, psychological and psychiatric practice, traditional academic and vocational training, parole and probation work would have been scrubbed under the test of payoff.) Performance and results would be appraised against specific goals at designated dates. There would be a veritable revolution in creativity and new approaches facing the fact that much of what is said about correction and rehabilitation "ain't necessarily so."

Starting Manpower Training Programs

Increasing Federal assistance is in the offing for establishing correctional manpower training programs. The last Congress amended the Manpower Development and Training Act to allow Federal participation in vocational training projects. It is gratifying that the Draper Experiment has provided the U. S. Department of Labor with considerable supporting evidence for extension of such training grants.

State correctional authorities might well look into this opportunity and consult with officials of both the U. S. Departments of Labor and Health, Education, and Welfare in establishing comprehensive vocational training for offenders. Manpower training is no pancea for recidivism but it's here to stay because it gets results.

Appendix E

Selection and Evaluation of Programmed Instructional Materials

Martha Terry

Selection and Evaluation of Programmed Instructional Materials[1]

Martha Terry
Draper Correctional Center
Elmore, Alabama

Whether one is evaluating programmed instruction (P.I.) to determine if it is the most efficient method for the teaching job at hand or to determine which of two or more programs best meets his needs, the method of evaluation is much the same. Once committed to the use of programmed instruction on either a limited or general basis, one must seek specific programs to meet specific needs. The wealth of P.I. materials available confuses even the veteran practitioner. Before considering any programmed lessons, the evaluator must know the answers to these questions: Are you going to use programmed materials to teach an entire course? Do you plan to use them to supplement or enrich the usual course of study--that is, will they be used to help slow learners over difficult spots and to allow fast learners to do further study while others master the required subject matter? Are there specific points in the curriculum at which you plan to use P.I.--points which traditionally have been instructional stumbling blocks? Will you use them to up-date and sharpen the skills and knowledge of your staff? In other words, to evaluate you should know exactly how you plan to use programmed instruction.

Behavioral Objectives--You should also formulate in writing the specific training objectives you plan to achieve with programmed instruction. These objectives should state in precise, measurable terms, exactly what the learner will be expected to do after he has completed the learning experience. A statement that the student will know how to do long division is not enough. A better objective would be: Given 50 problems in long division, the student will be able to set up and solve 45 of them. Preparation of "behavioral objectives" is sound teaching practice regardless of the method of instruction. Preparation of such objectives is essential when one begins to screen programmed materials for possible use. You use them to select P.I. materials which have approximately the same behavioral objectives as those you have designated. One programmed course may completely satisfy a particular training need while other deficiencies may require all or part of several P.I. lessons.

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[1] This paper was presented at the Draper Training Conference for 21 visitors from Hawaii, Montgomery, Alabama, November 21, 1967.

Sources - Just finding out what is available in P.I. materials is a major task. For this purpose, two resources appear to be indispensable: The Automated Education Handbook and the Hendershot Catalog. Both references list programs by subject matter. Each also contains information about grade level, price, and publisher. The Automated Education Handbook gives a better description of the materials available. In addition, it contains essays and discussions on the theory and use of programmed instruction. The Handbook is, however, an expensive volume; the Hendershot may suffice strictly for ordering purposes. To acquire programs to evaluate, one peruses these volumes and orders examination copies of programs which appear to cover the desired subject matter at the appropriate level and for a price which is within his means.

Now to evaluation.

Evaluation - The obvious way to evaluate a program is to try it out on the students with whom you plan to use it. Such tryouts may not always be possible; furthermore, you will not want to try out every program you receive.

For example, certain programs may prove to be totally inappropriate to your training needs. Your own training objectives will serve as a preliminary screening device. All good programs have definite objectives and they should be stated in the same terms as your own--in terms of performance--what can the student do upon completion of the program. If your objectives and those of the program seem to coincide, further examination is called for. Programs can be eliminated immediately if their objectives are not appropriate to your needs. As Susan Markle says, "A program takes shape with a specific audience in mind." Information about this target audience should be included with the teacher's guide or manual which should accompany a program. If this audience and your own students are somewhat similar, you are ready to subject the program to a searching, critical inspection. This inspection should be guided by the following key factors: Content, Construction, Level, and Pedagogy. These areas are discussed here separately for ease of presentation; you will not have to review a program four times. This writer believes that a reviewer can best accomplish his task by going through a program as a student.

Content - As you consider content, you will be seeking to answer several questions, keeping in mind your intended use of programmed instruction. First, does the program cover the topics you plan to teach? Titles can be misleading. I have on my desk a program entitled "Effective Writing." Promotional material led me to believe it would help me to write "clear, forceful prose." The program turned out to be a course in English grammar. Granted that a grasp of grammar, punctuation, and usage is essential to the production of good prose, I didn't anticipate that the "secrets of composition" would be quite so basic.

Second, what skills does the program develop? And, are these the skills you want your students to develop? For example, a program may teach a student to quote rules for the use of the comma. Is this what you want your students to be able to do, or do you want them to be able to use commas correctly? Here again, we see the importance of written objectives.

If you plan to teach a whole course with a program, you will want to see if it is in line with the prescribed course of study. And regardless of use, you will want to know if what it teaches is in agreement with what other "authorities" in the field teach. If you aren't sure, get the opinion of an expert, and check the author's qualifications and those of any consultants he lists as subject-matter experts. In short, the subject-matter content must be technically sound, and it must be appropriate to your general and specific training needs.

Construction - The second area you will be considering as you examine a program is its construction and fabrication; that is, the way it is put together. Format or construction may significantly add to or subtract from the effectiveness and applicability of a programmed lesson. For example, you will want to determine whether or not the program is divided into distinct units or segments. This is particularly important if you are planning to assign a supplementary role to programmed instruction. If there are logical divisions, you can use parts of a program more readily. A particular deficiency may be limited in nature and, therefore, only certain portions of a programmed course may be required.

Another item of importance is the ease with which a program can be used. The sheer mechanics of a program can make it frustrating. The physical negotiations required (turning pages in an unorthodox manner, inverting the programmed text, etc.) often presuppose more aptitude than does the subject matter of the program. The ease with which a student can confirm his responses should also be considered. He should not have to expend undue effort to check his answers; yet it shouldn't be easy for him just to copy correct responses.

Some other questions you will want to answer are these: Are the directions easy to follow? Does the program require special equipment? If so, will such special equipment be available to you? Will there be enough of it for all of your students? Will this equipment be cumbersome or inconvenient to use?

You will also want to determine if the program is consumable or reusable. It isn't necessarily desirable to reuse a program; your instructional materials budget must dictate. Be aware, however, that the effectiveness of some programs would be altered significantly if students are not allowed to respond in the program itself. For other programs, having students to write responses on notebook paper will not change the effectiveness. To some extent, you can be guided by the publisher's recommendations here, but rely on your own judgment, too.

Level - Another factor in evaluating a program is determining its difficulty level. This determination must be more precise than simply saying, "Course X teaches English grammar at the 7th grade level." Such sweeping phrases are common in bibliographic descriptions of P.I. materials. Remember, your needs are determined by your "behavioral objectives"; you are looking for program context that will teach these specific objectives. In this context, the term "grade level" is not too meaningful. What is important is the reading level of the material. In many cases, the reading skills called for are at a much higher level than the subject-matter content. Is the program written in a style and with a vocabulary your students can understand? If there is technical terminology are your students familiar with it? Or is it taught by the program? In passing, let me say that it's probably better to err on the side of too low a level than one that is too high.

You must also identify the prerequisites for each course. A certain series of lessons on estimating materials requires the use of fractions in a problem-solving context. If the bricklaying trainees, for whom this series was designed, do not have these necessary skills the lesson is of no value. In an otherwise sound P.I. lesson, disregard for the prerequisite skills may render it totally ineffective. If the target population does not have the prerequisites, remedial material must be prescribed. Too many deficiencies might lead one to reassess his target population.

Pedagogy - The fourth and final area you consider as you inspect a program is pedagogy. Actually, what is needed here is in the nature of a warning. I am quoting from an article by Paul I. Jacobs in the Automated Handbook: "The way the subject matter is organized and presented in a program is likely to surprise you. The order in which topics are covered may be strikingly different from other presentations of the 'same' subject matter that you have seen in textbooks. The steps the student takes to master a given topic may seem too small or repetitious. Think twice before rejecting the program on these grounds alone. It may be just these features that make the program uniquely effective."

After you have completed your inspection of the programs, you should know which you want to try out, or at least have eliminated those you don't want to try. If you still are doubtful, review the research evidence which is furnished with the program. And beware the program which lacks such data. This information should tell you how the program was tried out by the author and/or publisher. It should state who the students were, how the program was used, conditions of testing, and what results were obtained. That is, pre- and posttest scores should be furnished, along with copies of the tests. It should tell you how long the tryout students took to complete the test. The attitude of the students toward the program and the method of ascertaining it should be reported. Even when a purely subjective judgment has been made, it may have some validity.

At last you are ready to try the program or programs which have survived your inspection. Administer the lesson to a small group and carefully observe their performance as they work. Administer pre- and posttests so that you will have a measure of how well the program taught. The results--test scores and your own observations--give you a basis for deciding whether or not a program can be used for your purposes.

Earlier it was suggested that you may not always be able to try a program out. For example, suppose you want to teach an entire course with programmed materials. The ideal way to determine the program's merit would be to administer it to a class, using as a control group a class being taught by conventional methods. Your two groups would be administered the same pre- and posttests. The results would tell you if your program is at least as good as conventional teaching. In a public school system this just isn't practical. You run the risk that the program does not teach as well, and you then have a group of students who have been short-changed for a semester or a year. This is the place where you must rely on the experience of others. It's better not to rely on the judgment of someone who has inspected a program and written a review. If at all possible, find out what someone who has actually used the program thinks of it. If inspection alone--others as well as your own--is your only criteria, another warning from Paul I. Jacobs is in order: "In our present state of knowledge, different 'inspectors' of a program may not agree on its teaching effectiveness, or, even if they do agree, they may not be right. If you nevertheless want to or if circumstances compel you to place primary weight in your decision on your inspection of the program, then you will find a book by Markle quite helpful." The book to which he refers is Susan Markle's Good Frames and Bad: A Grammar of Frame Writing.

Evaluation involves inspection, review of research evidence, tryout, and the opinions of others. Anyone who begins to evaluate programmed instruction will doubtless find other questions to ask, and he will doubtless discover that not all questions suggested here are apropos to all programs. This is an attempt to furnish guidelines based on our experience. The sum of that experience is this:

No programmed instructional material is intrinsically valuable. It must be considered in the context of target population, adaptability to curriculum, time, motivational characteristics, measurable outcomes, and budget.

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